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THE AMERICAN School Board Journal

A Periodical of School Administration

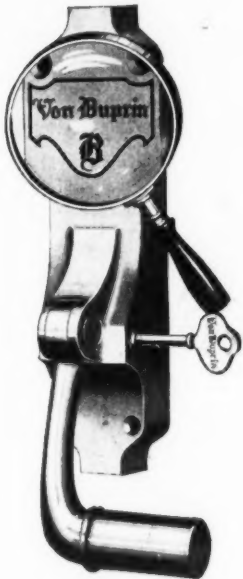


August 1933

THE BRUCE PUBLISHING COMPANY
MILWAUKEE

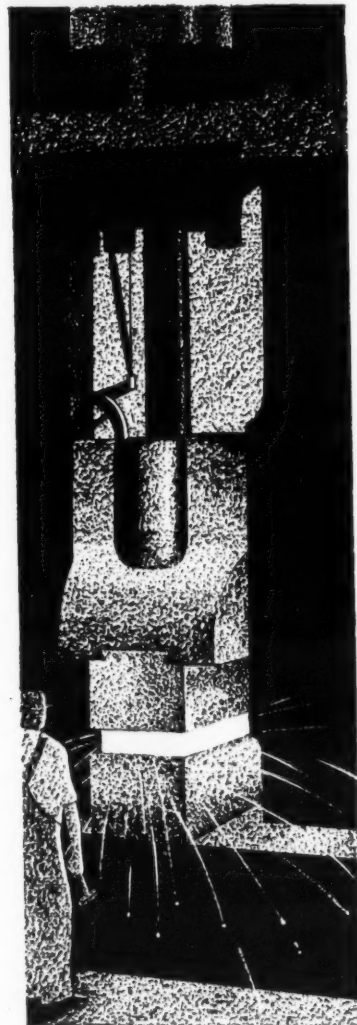
NEW YORK

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Pages C430-C431*

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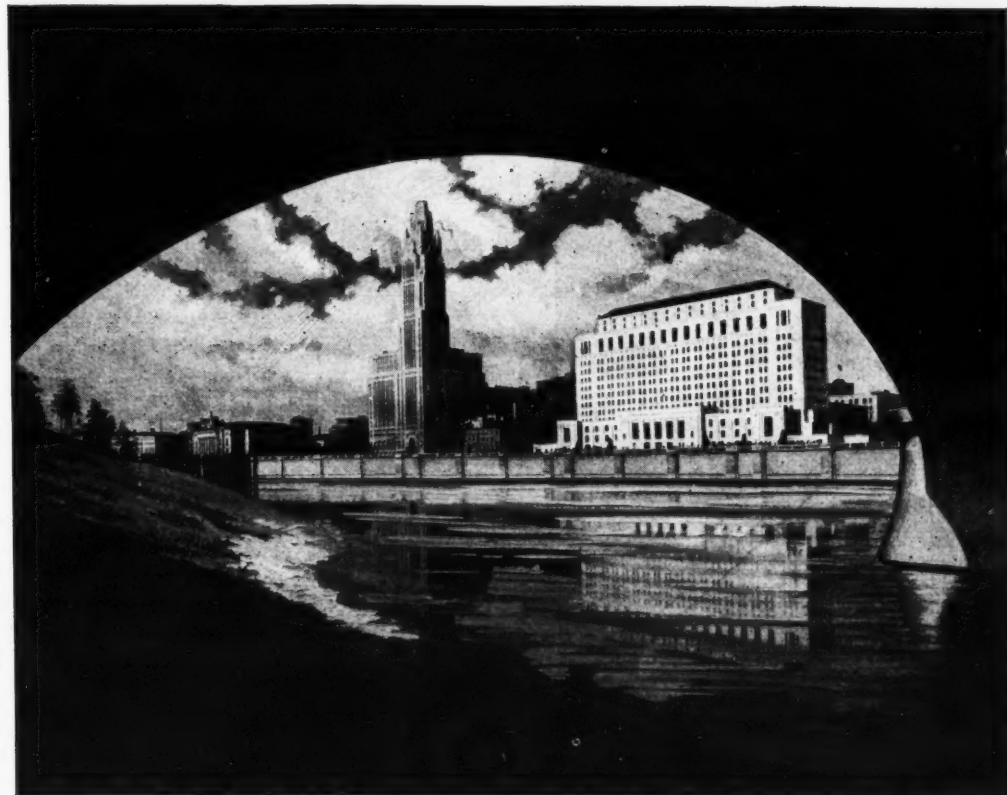
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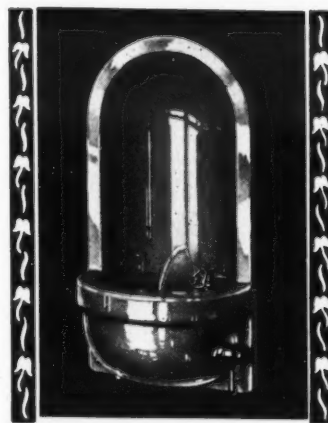
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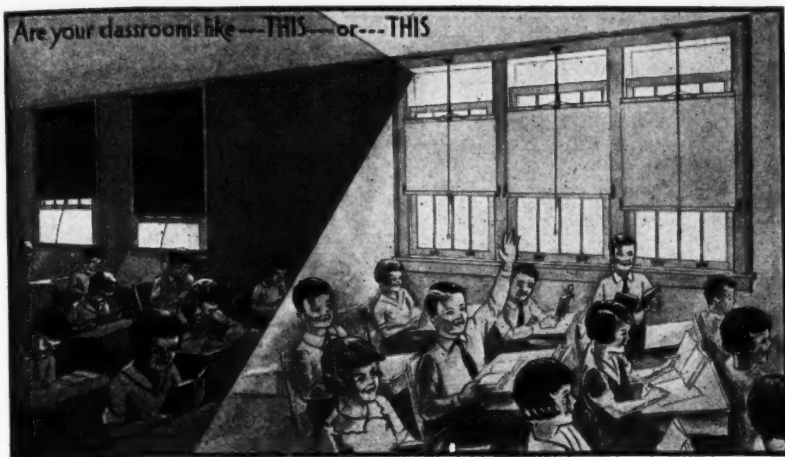
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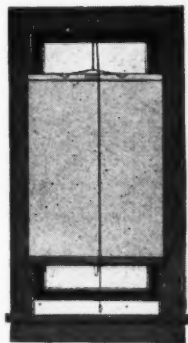
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Refer to article on Page 33

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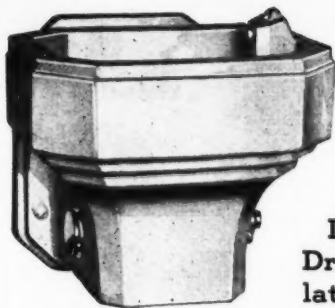
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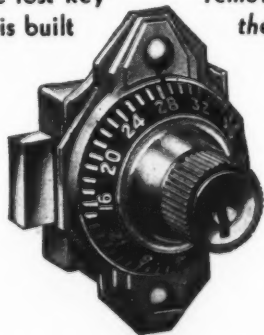
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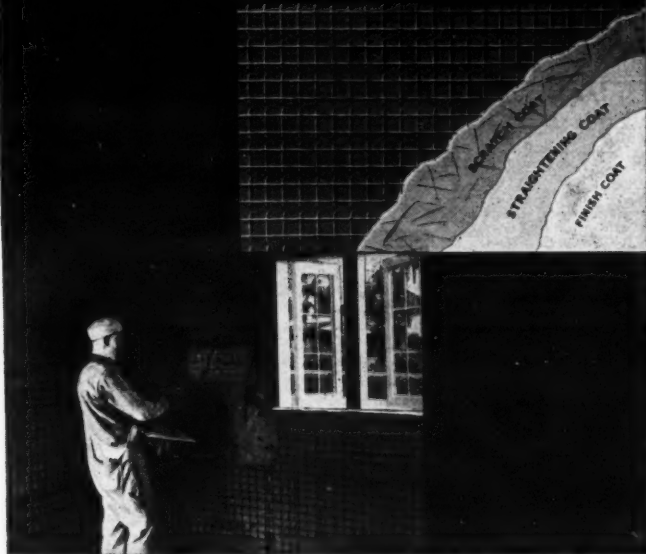
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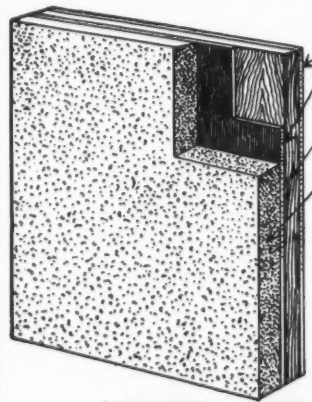
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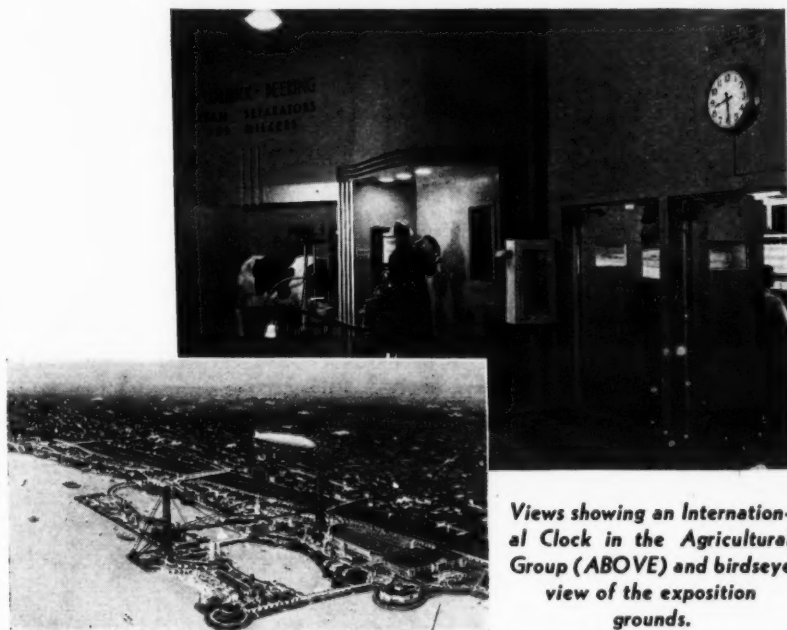


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Industrial Recovery *or* Educational Recovery--Which?



BOTH Tremendous efforts are being put forth by Government and Industry to hasten *business recovery*. The Government has organized under nonpareil leadership and industry is being mobilized to that end. National leaders in the councils of industry are freely co-operating.

More men back to work — higher wages — greater purchasing power — greater consumption — normal standards of living for those in the lowest wage scale — declarations heard on every hand. It should be done. It must be done. Industry has interpreted it as a patriotic duty.

BUT Where are the emergency Governmental Agencies organized especially—to direct Education out of its depression; to exert pressure on listless communities, on recalcitrant school officials; to hasten *educational recovery*?

Where are the organized citizenry whose specific purpose is to put pupils back to a *normal standard of education*?

Where are the increased purchases so necessary to speed up industry and so essential to a proper functioning of the schools?

If it is a patriotic duty of Industry, it is a patriotic duty of School Officials. It should be done. It must be done.

The Schools give employment to the greatest number; they therefore constitute **AMERICA'S GREATEST INDUSTRY**.

Forces in Industry brought about the National Industrial Recovery Act.

ACT Forces should be at work to get educational programs on the up-trend—to bring about a "National Educational Recovery Act."



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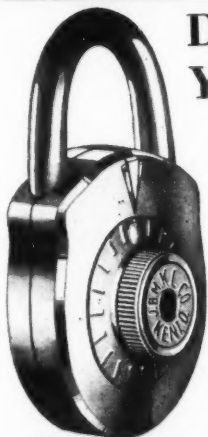
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Federal Aid for Necessary Schoolhouse Construction

The Federal pulmotor is beginning to function admirably. Industry, the farm, the bank are not only taking breath but normal respiration seems likely in a few months. As industry and commerce begin to breathe easier, school men begin to take stock. What are the most urgent needs of schools? As the budget is balanced, what shall be our most vital school problems for the school year of 1933-34?

We shall not discuss here the major or minor needs or tendencies in education. The regular editorial pages of this paper are devoted to this problem. We call attention to only one problem—the feasibility of Federal aid on school construction, loans for “necessary” schoolhouse construction. The Federal Government inquires about the “social” need of the appropriation—the social need is the vital element involved.

If you need a schoolhouse and can present a substantial and convincing argument, the building will be forthcoming. The law is clear, the local need is the principle upon which the loan can be negotiated. If you need a new school and find yourself financially hampered and embarrassed on all sides, possibly the Federal Government will apply the pulmotor to bring you back to normal.

Don't wait too long about applying the air to your local school needs. These are days of action. Shifts in population are now going on at a most rapid rate. What is one man's misfortune is another man's fortune. Depleted cities mean crowded small towns. Empty metropolitan schools mean large school enrollments in smaller towns and villages. Hundreds of school needs from within mean exterior adjustments in the school plant and equipment.

You know your need. You know the limitations of your budget for 1933. You know your local support on a building expansion at this time. Yes, it is possible to build a schoolhouse now to give your school children a modern and comfortable school building and your local people labor and employment.

Let's not contrast a farm loan with a school loan; let's think in terms of roads and dams, and reforestation, and public works. But let's be clear that the school will answer perfectly the “social needs” of the community as defined in the legislation. The “Regular School Trade,” even as local citizens and taxpayers, is helpless in the initiative. School children can never define their own needs and come forward with a program louder than their pleading eyes. We likewise can do little more than raise the question—

Do you need a new schoolhouse?

The pulmotor in Washington is waiting.



Frank Bruce
Publisher

VOL. 87
No. 2

THE AMERICAN School Board Journal

AUGUST,
1933

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NEW YORK, N. Y.

A Periodical of School Administration

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CHICAGO, ILL.

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And What Next?

THE city and county school budgets are all formulated. They have been subjected in most instances to downward revisions. A reduced tax income has made this necessary. The effort of the school boards has been to retrench and at the same time maintain standards of service efficiency, in harmony with the purpose of public education. How intimately the fate of the schools is interwoven with the material progress of the country has been made shockingly clear.

And now what next? There is a rift in the economic sky, which promises a brighter day.

The National Industrial Recovery Act will touch the educational interests at several points. While the act primarily will aid manufacturers and labor, and, by restoring the economic balance, will eventually bear a relation to educational activities, the law, too, will affect directly public-school activities. It contemplates, for instance, substantial aid to necessary schoolhouse construction. This implies support of projects which have been carefully considered, and which are meritorious from every point of view.

While this support must be directed where the need for the same has become most acute, the general improvement of economic conditions must also be relied upon to relieve the tax situation. In brief, the prospects are brightening and confidence is gradually being restored. The schools are safe!

THE EDITOR.

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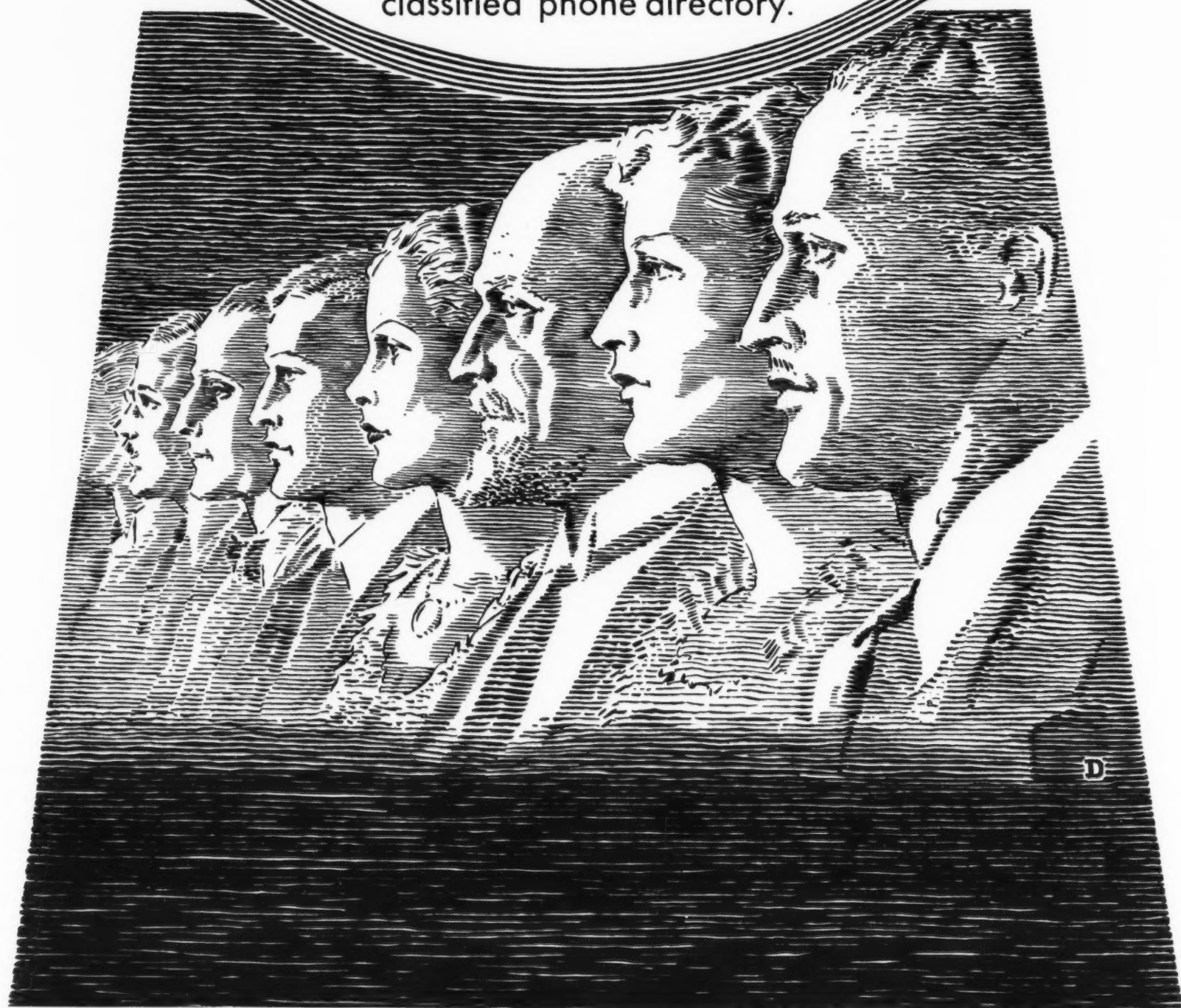
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The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.

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THE MEN IN CONTROL ARE COMPETENT, DESPITE "BACK SEAT" ADVICE!

The Superintendent Administers the BUDGET¹

Paul C. Stetson, Superintendent of Schools, Indianapolis, Indiana

My approach to this subject is not the traditional one of presenting arguments to show why the superintendent of schools rather than the business manager should be the administrator of the budget. In the crisis with which the public schools of this country are faced, it seems to me worse than futile to spend any time presenting arguments in favor of giving a superintendent or a business director more authority. I desire, if possible, to point out some specific ways in which the superintendent of schools, as the head of the educational department, may administer the educational portion of the school budget with efficiency even though there have been made drastic and sometimes unwise economies.

In any educational system, that portion of the budget directly concerned with the educational department is by far the largest. It is the duty, then, of the superintendent of schools so to direct the administration of this portion of the budget that the wishes of the board of education may be carried out and so that the most far-reaching economies may be secured with a minimum of loss in the effectiveness of the schoolwork and with as little disturbance to the general educational program as possible.

The members of the board of education and the superintendent of schools must be in accord on the question of procedures which will be followed in the administration of the educational-department budget. The superintendent of schools is, of course, only the agent of the board, and the effectiveness of his administration of the school budget depends entirely upon the support he has from his board members. All far-reaching policies and plans of the board-of-education members and the superintendent should be discussed thoroughly and agreed upon before the superintendent attempts to put them into effect. No constructive economies can be made nor plans properly executed if the board of education and the superintendent work at cross purposes. The final responsibility for the formulation of the budget rests with boards of education. To their credit it should be said that, with very few exceptions, they have carried out this duty thoroughly, conscientiously, and with regard to the best interests of the schools.

A Survey Needed

The following suggestions are made on the assumption that the board of education has, after careful study, approved the budget and has authorized the superintendent to put it, or that portion of it for which he is responsible, into effect.

First. The superintendent of schools should conduct a critical and unbiased survey of his administrative staff. Departments which seemed essential during the more prosperous period may in some cases be eliminated with little harm to the administration of the schools. The functions of other departments may be so curtailed and reorganized that it is possible to effect mergers. This searching examination of the administrative staff undoubtedly will reveal that a great deal of clerical work is done which cannot be justified under any conditions. It may become apparent that some departments are overstaffed and that the number of visiting supervisors may therefore be reduced with an increase in the effectiveness of the work done. No board of education or superintendent need make profuse apologies because it is found that a considerable saving in administrative salaries can be effected and the efficiency of the head-

quarters staff increased. This has been the experience of all large organizations.

The budget of Indianapolis is used as a specific illustration of what may be done, simply because I am more familiar with that city than with any other. In the budget of 1931, the amount requested for the department of supervision was \$120,850. In the budget of 1933-34, the amount requested is \$49,803. Thus, a saving of \$71,047 has been effected. A part of this should be charged, of course, to a general reduction in salaries, but the larger part of it is due to the fact that four departments have been eliminated, two other departments have been reorganized and merged, and twenty teachers attached to the staffs of the various supervisors have been transferred to teaching positions in the grades. At the end of the experience of one year the feeling of the directors in charge of these various departments is that the effectiveness of the work has been increased rather than decreased.

Elementary and Secondary Schools

Second. After effecting as radical and thoroughgoing reorganization of the headquarters staff as possible, the superintendent should then turn his attention to the elementary schools. Statistics indicate that the elementary-school enrollment at present is on the decrease and that a material increase in enrollment in the first six grades is not to be anticipated at present. A careful regrading of all schools, elimination of small classes, changing of the boundary lines, revision of the number of teachers to a building which determines the question of whether the principal shall be a teaching or nonteaching principal, and various other familiar devices, will make it possible greatly to reduce the number of teachers in our elementary schools without doing any violence either to the classroom work or to the educational program. Reports of the Joint Commission on the Emergency in Education indicate that this is common practice of superintendents. It is impossible, because of varying conditions, to give a definite ratio of the number of pupils to a teacher. If, however, as conservative a figure as 42 pupils to a teacher in the elementary schools is approved, the number of teachers may be reduced materially.

Third. A careful, searching survey of senior high schools shows, in most instances, that economies are not only possible, but needed. In our larger high schools the employment of a large number of assistant principals, heads of departments, and directors who do little, if any, teaching has greatly decreased the average number of pupils per teacher and, consequently, increased the cost of secondary education. Consistent, of course, with the size of the high school involved and the educational program,

THOSE UNPAID SCHOOL TAXES

Much of the difficulty of city school systems is due to the failure of citizens to pay their taxes. As the New York Times suggests: "Energetic appeal to the public might bring a considerable revenue from this source. After all, taxes are intended to cover services rendered. A property owner is under just as much obligation to pay for fire and police protection and street cleaning and light as he is to pay for janitor services. Just now the city needs the money as badly as does the janitor." And, it might be added that educational services deserve to be paid for quite as fully as other city services because they are not only services for the present but services which will insure the safety of the future.

the number of nonteaching positions should be reduced to a minimum.

It is not unreasonable to require, as I understand they have in Detroit, a ratio of 30 pupils per teacher in our senior high schools. Due to local conditions and peculiar situations, it may not be possible to secure a ratio higher than 25, but even that will greatly reduce the number of teachers needed.

Courses of study should be carefully re-examined as to their value; requirements for graduation restudied; grading system examined to see whether the large number of failures in our high schools is the fault of the courses of study, grading systems, teaching techniques, or the pupils' indifference. A continuous, coöperative survey in this field is imperative, helpful, and leads to constructive economies.

Larger Classes

Fourth. This survey of our high-school teaching staff should be extended to include the possibility, in certain fields, of conducting relatively large classes. Research studies on this question certainly indicate that if properly organized, certain classes are as well instructed as smaller ones. The superintendent will want to know whether the principals are adopting the familiar devices of alternating each year small classes of advanced subjects and whether the high schools are so organized that very small classes are completely eliminated.

Fifth. Our junior high schools also properly come under careful scientific scrutiny. Many of the same questions should be asked of junior-high-school principals that a superintendent asks of the senior-high-school principals. Our experiences in Indianapolis in respect to junior high schools have been unique. Under the so-called "Indianapolis plan" of junior high schools we do not have separate buildings, but we have reorganized the seventh and eighth grades in each elementary school, and the ninth year in each senior high school, in such a way that they function as a unit. Much to our surprise we have found that we could easily and profitably eliminate some 30 teaching positions in the seventh and eighth grades. Such minute division of subject matter as is found in the department of English, for example, accounts in part for this surplus of teaching positions. A rescheduling of all classes in home economics, manual training, music, and art so that special subjects function as an integral unit resulted not only in a reduction in the number of teachers, but in the effectiveness of the work done.

Eternal Vigilance Needed

We also have traveling academic as well as special teachers. Our survey indicated clearly that it is feasible so to integrate special and academic subjects so that "traveling" academic as well as special teachers may be used to advantage. For example, in a number of schools there was need for part-time teachers of academic subjects. A careful regrading of all classes made it possible to assign a number of academic teachers to work in different buildings. This plan not only reduced the salary appropriations, but resulted in a better program of classes. This device has proved of value.

Detailed suggestions as to procedures which the superintendent of schools, as administrator of the educational-department budget, may follow are too many and too involved to be given here. Suffice it to say that the price of an effective, forward-looking, economical, educational organization is eternal vigilance on the part of boards of education, principals, directors, and superintendents of schools.

¹An address delivered before the School Board Section, National Education Association, July 5, 1933.

Sound Financial Policies for American Schools¹

Marcus Aaron, President, Board of Education, Pittsburgh, Pennsylvania

Ordinarily when I talk to business men on school problems I have the feeling that I am looked upon as a schoolman. When I talk to schoolmen I suspect that what I have to say is received as coming from a business man. This time I have the advantage of talking to a group which, I suspect, talks my language and thinks my thoughts.

We are living in a democracy troubled as it has never been troubled before. I think that we may assume that if there is anything holy about the rule of the majority, the majority must be capable of clear thinking and of distinguishing between ideas — good and bad.

Universal education is not a panacea for every ill, but it is a necessary preventive of many ills to which a democracy is subject. Our democracy will function and endure only if our citizens learn to think clearly and correctly. A general diffusion of education may not be vital to an autocracy, but a democracy cannot exist with an uneducated electorate. Education is the very basis of a democracy, and substantially all of our people have always talked that way.

They have glorified in public and in private the public schools of our nation, but recently in every community throughout the land a small group crassly ignorant of what it is all about, thinking through their emotions and not through their reason, seem willing to assume that the schools will continue somehow or other, even though neglected for a period of years. The mental and the moral shake-up which we have been undergoing seems to have upset their ability to reason and destroyed whatever social outlook they may have had.

The vast majority, the friends of the schools, know that no moratorium can be declared in the matter of public education that will not set this country back fifty years or more, and possibly eventually destroy our government altogether.

The New Day

In the work of reconstruction it can hardly be conceived that anything more far-reaching and basic can be done in the reordering of the life of the state and of the individual than through making adequate provision for the education of our future citizens.

In the years of adjustment to new problems and conditions ahead of us, the things that are and will be necessary above everything else will be the capacity for deliberate, progressive thinking, and ability to hold in check our prejudices and predilections. These personal qualifications for reasonable living in the coming decades, in order to affect the well-being of the state and society as a whole, will have to be as widely diffused and shared as possible. In the diffusion of such capacities for impartial thinking and regulated sentiment lies the only safeguard of our country. For an orderly transition from the effects of the present economic crisis, for a wise preservation of the arts and values of living, and for a further development of them the supreme need is education — universal education throughout the length and breadth of the land.

The Cause of Our Trouble

Education in America has been too long considered a purely local problem. The national government has dealt with it as though it were of little concern. The several states seemingly have given education a trifle more recognition by establishing normal schools, by setting minimum standards, by providing for compulsory attendance, minimum salaries of teach-

ers, and with some few honorable exceptions, by parsimoniously doling state aid to the local school district to which generally has been left the establishment, management, and maintenance of the public schools.

The states complain that the national government has appropriated to itself sources of revenue that should have been left to them, and they in turn have done exactly the same thing to the municipal subdivisions, including the school districts; narrowing their sources of revenue even in the wealthier communities, to such an extent as to materially interfere with the growth and development of the public's educational facilities, and in districts less fortunate, handicapping for life millions of children because of the accident of birth and environment.

The wealth of school districts is divided about as unequally as it is among individuals. The result is that there are material disparities in educational opportunities for the different sections of our states and country.

The great seriousness of these inequalities can only be fully realized when it is made clear that, in districts where the people are the poorest, we generally find the most children and frequently the greatest poverty of opportunity. We are then faced with the condition that those sections of the country where there are the greatest number of children and where these children are in need of the most careful and intensive teaching, since they cannot remain so long in school as the children in the richer districts, are the sections where the children are the most nearly neglected by our school system.

We have liberal school districts and penurious ones side by side. In spite of this we seem to have overlooked the fact that, if a community because of its poverty or because of its parsimony, turned out of its schools a poorly equipped group, these misfits might, and no doubt many of them would as years pass, find their way into communities that have been more richly endowed or more generous, to the detriment of the latter. No state or community can place an embargo against ignorance and illiteracy; like an individual no state or city can live within itself, and the state, as well as the nation, is as fully interested in the education of all its citizens as are the respective school districts.

We are very much engaged at this time discussing the problem of inflation and deflation. It might be appropriate to remark that by saving necessary expenditures in public education "we are debasing the currency of the republic more than if we proceed deliberately to cut the value of the dollar in two."

The high cost of ignorance is greater than any possible cost of education. We are facing an unknown future. While it seems probable that our nation may retain the power to think straight, the danger from an opposite course is by no means past. It is easy for a free people to forget how its liberties were won and the difficulties through which it labored to survive. "An ignorant electorate is ever the prey of demagogic appeal."

Nothing is more difficult to preserve than the true love of freedom in a free country. Being habituated to it men cease to consider by what sacrifices it was obtained, and by what precautions and safeguards it must be defended. Liberty itself is the great lesson and in learning it and encompassing it we need teachers — the learned, the wise, the just, the free in mind and in spirit. It is no accident that in this country we have provided a universal common-school system and that we have made it compulsory,

for education is the very life of democracy. Our form of government could not succeed a decade without intelligent men and women or without intelligence generally disseminated and shared.

The Remedy

The fundamental school question is that of adequate funds. The schools must have just so much money as will enable them to give full educational opportunity to every child; just so much as will enable them to train, develop, and retain for the teaching of all the children able, contented, enthusiastic, and zealous teachers with minds and hearts free and independent. This means that at least in the matter of education no child shall be handicapped for life because of the accident of birth or communal environment. Present-day hysteria, critical alike of every public expenditure, whether essential or wasteful, is not conducive to leading us into a new and better world. The new deal that has been promised the American people does not plan the scrapping of the forgotten child.

Fiscal Independence

The schools of the nation must not be made the football of local politicians nor of ignorant, selfish, and unthinking minorities, and it is our business to prevent this. We must win and we must keep the full confidence of the public. We should take the people into our confidence and we should use the public press to that end. The public knows that they who whole-heartedly serve the children best serve it.

Opinions of individuals, as well as the judgment of the community, should be founded on facts. In the last analysis the public-school system will rise or fall to the degree to which clear and logical thinking is developed. An informed public opinion is, and will continue to be, our greatest national asset.

Under our system of government — whether national or state — party politics and, locally, party or factional politics inevitably affect governmental operation and control. The theory, "to the victor belong the spoils" — and here we use "spoils" in the best and not in the worst sense — almost always obtains. Appointments to places and positions are usually confined to party or factional adherents. I make this statement not in criticism, but as a statement of fact.

School districts generally, throughout the country, are freer from political interferences than any other governmental agency. In no school district in this whole country are politics or outside interferences more thoroughly divorced from school affairs than in Pittsburgh. Without a single exception in twenty-one years, every appointment suggested by our administrative officers has been confirmed by the unanimous vote of the board of public education. We would no more countenance interferences by members of the school board in appointments or promotions than by those high or low in positions of political power.

A natural instinct of men prompts them to be helpful to their friends and acquaintances in securing positions through which they may earn a livelihood. It is not easy to refuse to be helpful to those seeking our help under these circumstances, but we have long come to recognize that the best interest of the public could be subserved by our placing full responsibility for appointments and promotions upon our administrative officers. If they were to violate our confidence they would lose their positions in short order. We want no "Yes men" to represent us, and we claim no greater prerogatives

¹A paper delivered before the National Association of Public-School Business Officials at Pittsburgh, Pa., May 18, 1933.

for ourselves in the matter of suggesting appointments than we are willing to accord to the least important citizen. No school-board member or school-board administrator has a moral right to use his position to do anyone a favor.

The school, like the judiciary, must be kept out of politics, and the wise politicians recognize it. To that end every school district throughout the land should have fiscal independence, subject, of course, to proper state limitation, as in Pennsylvania. City and county budgets should not be protected at the expense of necessary school expenditures. Political log-rolling should not be possible with school monies.

The various states have adopted compulsory education laws and to the school boards, their officers, superintendents, and employees, has been delegated their enforcement. Even the rights of the parents have been subordinated to a certain extent to the rights of the child and of the community in the matter of education. School officials from the highest to the lowest are in charge of a sacred trust. Departing in the least from the highest ideals conceivable they become traitors to our country.

A dishonest school official or an employee who does not give his best thought and effort to the welfare of the child, is as wicked a wretch as a judge on the bench who accepts a bribe. There is no fallacy so great as the assumption that the public's business cannot be expected to function as honestly and efficiently as private business. All school systems have not been managed with equal efficiency, although school boards generally have not been in the habit of creating unnecessary positions, nor indulging in wasteful extravagances as has so often been done in other branches of the public service.

School administrators everywhere are sensible to the economic conditions that now obtain. Generally I believe they have made their contribution toward bringing school expenditures to an irreducible minimum. In many cases this, unfortunately, has been done at the expense of the child and for such economies we will some day pay tenfold. No manufacturer can produce two units as economically as one and no school system can adequately care for a 100-per-cent increase in enrollment at the original cost of a lesser number.

Tax Millage and the Budget

So long as many of our taxpayers, either because of inability or difficulty over which they have or do not have control, default in their payment of taxes, an unfair portion of the tax burden is temporarily placed upon those who pay. The greater the percentage of taxes collected, the lower the consequent millage; the greater the delinquencies, the higher the immediate millage.

Appraisal of those in control of the public's business must be measured, not by the tax millage, but by efficiency of administration; by the elimination of waste, and through utmost economy in every direction consistent with the service rendered.

To base a tax levy on a budget in which receipts are deliberately overestimated, so as to effect a temporary reduction in millage is dishonest, reprehensible, and a violation of the law. The cost of government is not reduced thereby by a single penny. The taxpayer is temporarily deceived but the day of reckoning when the fraud is uncovered is sure to come, and eventually the deficit thus created must be paid with interest.

We have for years heard much of the advantage of a budget in public administration and lately from one end of the country to the other, still much more of the evils consequent to an unbalanced budget. I submit that worse than no budget at all is a dishonestly constructed budget excessively loaded.

The business man worthy of the title, in his thinking, has tomorrow in mind as well as today and he does not forget tomorrow in his construction of a budget for today.

Merely from the standpoint of dollars and cents, viewed from a cold-blooded business point of view, uninfluenced by any social obligation whatever, the suggestions to shorten the school term, to restrict the curriculum to the three R's or even to materially modify it by including only academic studies, and the like, would, if adopted, cost us far more in money in the long run than we could hope to save. True economy demands that we carry on; whatever we do we dare not cheapen the quality of education.

Reactionaries and Their Program

In some districts reactionary groups are attempting to eliminate the so-called "fads and frills" and force all pupils of the high schools to study only subjects which were common in 1900; i.e., Latin, algebra, geometry, ancient history, English, chemistry, and physics. When you consider the wide range of ability and the variety of interests found in the enrollment of pupils in a modern high school, to attempt to force upon them a curriculum of 1900 is just as foolish as to order the destruction of all our automobiles and return to transportation by horse and buggy.

Does maintaining essential services require that the school term be continued at its present length? The best answer to this question is Dr. O'Shea's statement:

One of the most dangerous of all the suggestions for effecting economy in education is that the school year should be shortened from nine to eight or even seven months. If this can be done, the salaries of educational staffs can be reduced 20 to 25 per cent. Children can then have four or five months in the year for remunerative work. Well, how are the children to obtain this work? One of our most distressing problems now is to find work for mature men and women. Turn out boys and girls from 13 to 17 years of age two months earlier than we are now doing each year, and we shall have an even more aggravating problem on our hands than we have. As a matter of fact, these children, released from school, will not work; there will be no work for them

to do. They will roam the streets; they will augment the stream of offenders who are passing through our juvenile courts. They will be out of school four or five months every year, and they will lose during the long vacation much of what they will gain while they are in school.

There is absolutely not one good word to be said for the proposition that we should close the schools one or two months earlier than we are now doing. Instead of this we ought to add a month or two. Most of our school children are now in congested towns and cities, and they are vastly better off in the school than they are roaming the streets. So, we must resist, with all the force we can command, this proposal to curtail the school year. If we revert to the practice of earlier decades, when most pupils lived in the open country and they could be profitably employed for five months every year, we shall do irreparable harm to the educational work of this country.

No more effective proposal could be made to clog the juvenile courts than that we should turn our boys and girls out into the streets for almost half of each year. We have been working exactly in the opposite direction for two decades.

Whatever other measures we adopt to effect educational economy, let us not curtail the school year and leave our boys and girls for several months every year at the mercy of agencies that exploit and corrupt them for material gain.

In the last analysis, it seems that the school administrator is forced to conclude that the school program is essential service and, even with seriously decreased revenues, it must be maintained.

Every possible legitimate economy on the part of school administrators everywhere that will not damage our children, together with tax reform, which latter school officials are powerless to effect, are the only remedies to help the tax overburdened owner of real estate. Let the people have the facts; do not be afraid of publicity. There is no danger that the American people will permit a selfish and ignorant minority to destroy its most cherished institution.

Finally the most important contribution which this generation can make to the next is not the material blessings with which we surround our children but the opportunities which we give them through education and improved citizenship. Education is a possession which nothing can take from our children, but money or property may be lost or dissipated.



PITTSBURGH "ONE HUNDRED FRIENDS OF ART" AGAIN PRESENT PICTURES TO SCHOOLS

The city of Pittsburgh has a unique organization made up of one hundred public-minded citizens who annually contribute a substantial sum for the purchase of five or six fine paintings exhibited at the spring exhibition in the Carnegie Museum. The purchases are made upon recommendation of a competent committee of critics and are presented to the local schools as a traveling art exhibit. In the above picture the 1933 gifts are being accepted for the schools by (left to right) Supt. Ben G. Graham; Marcus Aaron, President of the Board of Public Education; E. A. Stephan, Director of Art. Mr. John L. Porter, secretary and guiding spirit of the "One Hundred Friends," is making the presentation.

Mr. Hamilton's First Year in Raywood

From the Raywood Daily News

The main item of importance at the Board of Education meeting last night was the election of Smith B. Hamilton as high-school principal. Mr. Hamilton was selected from a long list of applicants and after a very careful investigation. In an early issue we expect to give a detailed account of his past experience in educational work. He is said to have been very successful in handling boys and girls.

Part of a Letter from the Raywood Superintendent

I am glad to acknowledge the receipt of your signed contract. I am gladder still you have decided to cast your lot with us for next year.

Frankly, the situation is not as impossible as the town generally believes. The school, as you know, has a fine record of accomplishment over many years. I shall not try to counsel you as to the best method of restoring the discipline which has seriously deteriorated during the last two years. You will be expected and given a chance to work out your own salvation and that of the school without interference. I hope you know that at all times I shall stand squarely in back of you. Further, the details of management are to be placed in your hands where they properly belong. However, I trust you will always feel free to invite from me such information concerning our established policies as may help you in your work.

You may be sure I am looking forward to a very pleasant and cordial relationship with you. Good luck to you!

Mr. Hamilton Comments on Above

Thank goodness, he doesn't seem to be the type of superintendent who hires a man and then starts in to do all the thinking for him. Guess we'll make out all right.

Two Disappointed Department Heads Converse

"No, I didn't even get a look-in for the place. Who is this fellow Hamilton, anyway?"

"Search me. I heard he used to be on a business job. Why did he quit? Everybody knows there is more money in business. Looks queer to me."

"Say, that's an idea. Maybe we'd better look him up a little. Guess I'll invite him over to the house to dinner. I'll give you whatever I get out of him."

From the Minutes of the Raywood Taxpayers' League

Motion was made and unanimously carried that the League invite the new high-school principal, Mr. Smith B. Hamilton, to address the League at its September meeting, and give his opinions as to the advisability of retaining manual training and other fads and frills in the school during these hard times.

Letter from the Raywood National Bank

We hope you will decide to make this bank your headquarters during the many years you will doubtless be principal of our high school. We especially urge you to use our services in finding a suitable home for yourself and family. Eventually we trust you will see your way clear to use our facilities for handling the funds of the school athletic association, which, as you may know, your predecessor turned over to a smaller and less influential bank in this community.

Substance of a Long-Distance Telephone Call

Yes, I certainly did have a terrible time getting you on the telephone, Mr. Hamilton. I'm so glad you are coming to Raywood. Now, my daughter Alice graduated from college a year ago, and she just can't get that superintendent

Installment One

Brooke W. Hills

to give her a teaching position in the school. I think there is a regular conspiracy going on to keep our local girls from getting started. I never heard of such a rule as they have, making them go away to teach a year before they can hope to get a job here. Now, I'm just depending on you to put an end to this nonsense. I'm a taxpayer and I'm not satisfied at all, and we just aren't going to put up with this superintendent much longer. I suppose you know his contract lasts only a year longer.

Mr. Hamilton Soliloquizes on Above

Welcome to our fair city! They're all pretty much alike.

Two Bookmen Meet in a Smoking Car

Why, yes, I know this man Hamilton pretty well. Can't see why he should want to go back to schoolwork. Wonder why he picked out that graveyard over in Raywood? I'm going to run in there after a couple of weeks and try to cheer him up. I'll bet he is worried. Don't blame him either.

Telegram to Raywood Superintendent

Please forward students' intention slips. Stop. Planning to make program before school starts. (Signed) Hamilton.

Raywood Superintendent's Remark on Receipt
Thank the Lord!

Two High-School Janitors Size up Mr. Hamilton

Mike: Seen the new boss?

Joe: I have, and how! He's a queer duck. Doesn't seem to worry much, although I've been a-telling him how bad these high-school kids are.

Mike [interested]: Tha' so? Whadde say?

Joe: Not much the first time. Just listened and looked wise. I see I hadn't told him enough, so I kept on a-tipping him off. But yesterday he sends for me, and I goes up to his office where he is a-working on a stack of these here program slips. He says, "Joe, I've been thinking over what you've been telling me about these big boys, and I'm certainly very much obliged. Now Joe, I want to get things going good, and I'm depending on you to help me out."

"O. K., Boss," says I; and then he hands me a requisition slip. I looks at it, and the order is for me to get a life net from the fire department, and he says he'll need me and four or five of the janitors and tells me to be right around on the job.

Mike [dropping his broom]: Now what the devil does he want of that?

Joe: I says to him, "Boss, asking your pardon, may I be so bold as to know what we're to do with this here life net?"

Mike [breathlessly]: What was the idea?

Joe [rather slowly]: He looks me in the eye and says, "Joe, what you've been a-telling me about these big boys and how very fierce they are, has made a great impression on me. In fact, I may say your words have sunk very deeply into my heart. Joe, I'm not as young as I once was. So, just as soon as school starts, as a particular favor to me I want you and the other janitors to take ahold of this here net, and go out in front and wait, and when these here big fellows throw me through the front door of the building, then I'll have something soft to land in." "Joe," says he, "I got my wife and children to think of, not to mention myself, and you look like a good fellow, and I'm a-counting on you to stand by."

Mike [with a grin]: S-a-ay, mebbe this fellow Hamilton will do.

Joe [very positively]: Well, I guess nobody is going to kid him a whole lot.

A Paragraph from a Letter to a Parent

I have examined your son's record for his third year in the Raywood High School as you have requested. I note his mark in English Third is 69.6 per cent. I agree with you it is unfair to compel a pupil to repeat a year's work on account of a failure of four tenths of one per cent in one subject. Your son will be permitted to take the advanced work, but I shall want him to show me his report card regularly each month, for awhile, at least.

As Mr. Hamilton Signs the Letter

I think I can guess where a little of the trouble in discipline may have started in this place. Guess I'll look up a few more of these reported failures.

Part of a Telephone Conversation

Sure, Big Boy, I'll go. Yeah, I know I can get off early. They never get things going the first day. It takes them a week to get the classes started and they tell us to go home and come back the next day. I think I can stall them off a couple of days, probably. Anyway, we got another new principal this year, and it will take him a plenty long time to get onto things. See you at the corner about ten a.m. What do you say? So long, Big Boy. Don't forget.

Mr. Hamilton Ends the First Faculty Meeting

I want to sum up my suggestions in just a few words. Needless to say, I am depending on your whole-hearted coöperation from the moment school starts tomorrow morning. I hope you will agree with my ideas in the conduct of this school. In any event, I must ask you to give them a fair trial; if you will do this, I am perfectly willing to take full responsibility for what may happen.

In connection with this request, I will say plainly that I believe in a thoroughly democratic spirit in a public school. I submit there must be an administrative head in any organization; but in this organization, as in any well-conducted business organization, there should be a thorough accord in our operating policies. I hope all of you will be quick to notice any changes which will be of benefit in our policies, and that you will not hesitate to bring them to my attention. This is not to be a one-man school.

And now a few plain words. I am told that discipline has been the big problem here. I want to define my ideas on this subject as plainly as I possibly can in a few words. I believe the discipline in this school will succeed best if it is based on an organization which avoids disciplinary troubles by anticipating them and preventing them, rather than an organization which seeks only to punish offenses after they have been committed. Our plan should be to try to keep the children from getting into trouble, rather than to get square with them when they have committed some wrong. From the outset let us try to secure the good will of the pupils, to make them our friends but not to be too friendly with them, to seek to win their respect rather than their popular applause. In the last analysis the best disciplined schools are the schools with the fewest possible rules, the schools where the pupils have learned what may be called "a sense of proportion." I ask your help in developing this type of discipline.

Children are like grown people in that they do their best work when they are happy and

contented, when they realize that the work assigned is definite, is considerably planned, and is fairly given. Plan their work not only with the idea of securing interest, but in such a way that each day's lesson assignment is about as long and about as difficult as the other assigned lessons; nothing is more irritating to the average parent and pupil than continued irregularities in homework assignments. Uncertainty in this makes it impossible for pupils to plan their own time after school hours.

Say "yes" to requests whenever you possibly can; when this is impossible, explain pleasantly why the request is denied. These young people are your customers; satisfy them they are doing business in a good place. And remember it is very much easier to lose customers than it is to make them.

I am sure you will be treading on safe ground if you follow these policies. The normal child rather likes to be in a well-organized, well-disciplined school. He will not ordinarily rebel against a sensible authority; his own common sense will show him the necessity for this.

Be sure, all the while, that I shall back you up. Only, and this is the last word, be equally certain to keep me in a position where I may sustain you if a controversy arises.

Remarks of a Certain Department Head in the Men Teachers' Room

Yes, I'll admit he talks as if he meant business. Maybe that's the way they do things in these big industrial plants. But I can't say I like the attitude this new principal takes.

I went in to see him this morning, just to get acquainted a little bit before the meeting this afternoon. He was sitting there at the desk, working away like a good fellow. We talked a little while and then I told him I've been here twenty-five years, and I felt I should have a few changes made in the program he showed me.

"For example, what?" said he, leaning back in his chair and looking at his schedule.

"Well," said I, "I think I should be relieved of a homeroom."

"Hum," said he, rather slowly. "I'm sorry I can't quite see that. You are well acquainted with these boys and girls, and I have been counting on you to use your influence and training to help restore order."

Well, that just made me mad. I've been figuring all summer to get out of this homeroom

stuff, and here it was again, just the same as ever. So I just looked him in the eye pretty sharp and said, "Mr. Hamilton, I stand on my twenty-five years." And quick as a wink he says, "Well, that's fine. If you've been standing there twenty-five years, I'm sure you can stand there awhile longer. I see we understand each other, and unless there is something else, I'll ask you to excuse me." The next thing I know I'm outside the office, and he is back at work.

Now, what do you think of that? Say, you're a fine sketch to sit there laughing at me! Look here, you've been here only ten years. . . .

Unofficial Minutes from the Women Teachers' Room

Miss White: Well, he certainly seems to know what he wants.

Miss Black: Yes, but did you hear him say we are going to run a full schedule tomorrow and give lesson assignments the first day? Why, he sounds just like a business man!

Miss Gray: I think it's a big gyp. I was counting on doing some shopping tomorrow afternoon.

Miss Brown: Yes, and did you hear him say he isn't going to give the sixth period study hall to the new French teacher; he says he thinks the hardest classes should be given to the most experienced teachers.

Miss White: Well, that's what you get your salary for, isn't it? It's about time you did your share.

Miss Black: Oh, well, we'll know a whole lot more in the next few days.

Miss Gray: I'm just waiting to hear what he will say to the school tomorrow morning. I notice he doesn't seem anxious to duck anything.

Telegram to the Far-Away Mrs. Hamilton

Just before the battle, Mother, I am thinking most of you; say a prayer for your dear husband; and include his programs, too. Love, Dad.

Western Union Agent while Sending Above

I'll be darned if I know what he means, but anyway, he didn't send it collect.

Mr. Hamilton to Himself as He Turns Out the Light That Night

And that's that. [A moment later]: Well, those boys can't be very much bigger than I am!

(Mr. Hamilton's further experiences will be recorded in the September issue of the Journal.)

Education Association every effort has been made to make these radio talks have a national appeal. According to the report submitted recently, there have been up to date twenty-six radio broadcasts over coast to coast hook-ups of the National and Columbia broadcasting systems. These radio broadcasts were made during April and May of this year. In the fall it is expected that another series of radio broadcasts will be organized. They will begin late in September and continue for at least two months. Superintendents should acquaint their communities thoroughly with these broadcasts. It is a great deal more important that the laymen in a community listen to these addresses than it is for the school people to do so. Announcements of the date of these radio broadcasts in the local newspapers, from pulpits, before service clubs, at all parent-teacher association meetings, etc., should be arranged for by local superintendents.

In addition to the observance of American Education Week and to the plans for the continuance of radio programs, the Department of Superintendence will issue a large number of pamphlets, each one of which will discuss different phases of our school problems. You may already have seen a copy of the one entitled *Before You Cut That School Budget*. Others will be issued from time to time. We hope that these pamphlets will aid superintendents of schools in understanding better the national situation and will give them suggestions which will result in more effective publicity for their local situations.

Nothing is more important than an intelligently planned publicity program. Administrators through fear, perhaps, of being labeled "publicity seekers" have not, as a whole, been alert in taking advantage of the opportunities for properly interpreting the schools to the people. For this lack we may, nationally, pay a dear price.

It is our plan, on a national scale, to continue and to enlarge our program of focusing national attention upon public education to the end that we may better serve the educational interests of this country. We hope to unite together in one great common purpose 800,000 public-school teachers, 2,000,000 members of the various parent-teacher associations, 400,000 school-board members, the faculties, trustees, and alumni of our various tax-supported higher institutions of learning, and the members of countless civic associations and noonday service clubs. When this is done, we shall have forged a mighty weapon for the defense of public education.

The problem of interpreting the schools to the public is considered to be of such great importance and has such far-reaching consequences that it will be discussed on the general program at Cleveland. One of the seven subject committees has for its title "Interpreting the Schools to the Public." Chairman Frank Jensen, Rockford, Illinois, is working on this problem now and will present, at the midwinter convention, definite suggestions for securing an effective department of public relations, whether in a city so small the superintendent is the department or in our larger centers where it is specialized function.

If you are interested in the details of this program write to the Department of Superintendence office at N. E. A. headquarters in Washington, D. C.

Yours faithfully,
PAUL C. STETSON,
President.

July 6, 1933.

To the Members of the Department of Superintendence: Open Letter Number Four

Interpreting the Schools to the Public

To the Members of the Department of Superintendence:

Dr. Glenn Frank, in his great address at Minneapolis, said: "To huddle defensively around services without a searching appeal is never justified. In a time of stress it is a kind of social treason. Now, if ever, is the time to make manifest to all the central significance of a creative education in the life of a great people."

The Department of Superintendence and the National Education Association have taken decisive steps to do this. No longer will we "huddle defensively," but we will work aggressively to the end that the national purposes and ideals of our public schools properly may be interpreted to the public.

Some definite steps which have been or will be taken are these: Plans are under way for

making American Education Week this year one of great national significance. Now, as never before, superintendents should stress the importance of this week and should make it a part of their publicity programs. From the smallest school unit to the largest city, American Education Week offers an opportunity to get the people of any community school-conscious. This can be done by speeches, by articles in the newspapers, and by getting thousands of people to visit our school buildings during this week. If the plans which are under way mature, hundreds of thousands of patrons during American Education Week will visit public schools, some of them for the first time since they left. The accumulative effect of this will be tremendous; the results should be good.

The second method which has proved very effective has been the national use of the radio. Through headquarters staff of the National

Donora, Pennsylvania, Helps Children Find Themselves Vocationally

Walter G. Patterson, Principal, Donora High School

Economy is the watchword of the day. Recent economic developments have revealed new approaches to many problems in various fields of work. Education has made many adjustments to meet these new situations. The public schools came into existence through pressure brought to bear by the pioneers of America who demanded that there should be no class distinction in the opportunities of education. There is a movement, "back to the three R's," that would defeat the idea of democratic education and place education upon a distinctly class basis. This is as revolutionary as suggesting that the United States replace its democratic form of government with an absolute monarchy. The three R's were adequate in the early history of our country and have their rightful place now, but they are not an adequate foundation for the complex life that modern society has forced upon us. The many changes that have come about have placed upon the schools new responsibilities, with a relative increase in cost. Public interest has grown in the evaluation of the institutions which society has brought into existence as the costs have increased. Schoolmen have answered this interest by a critical examination of the various activities of the public schools.

Many changes have resulted in the organization and administration of the schools due to social necessity. Among these changes none is more promising of meeting present needs than a well-planned program of guidance. The secondary schools of Donora, Pennsylvania, have attempted to install a guidance program that is economical to operate and in harmony with the variety of interests, needs, and problems of the children of today. This program has been built upon the conception of guidance, that, so far as possible, the responsibility for making decisions is left to the pupil and his parents, aided by the most competent advice that lies within the power of the school to give. This implies no compulsion, no persuasion, but only much-needed assistance given in a kindly spirit by a person well trained and willing to render this service. Those in charge of the program conceive this to be true guidance.

The Community and Its Schools

The organization and administration of this program is here given with a background of the community, with its industries, population, and school situation. This background is needed to interpret what has been done in guidance, as the program has been developed with local needs as the most important determining factor. Donora is a comparatively new town that has grown rapidly with the development of industry. It has a heterogeneous population, with unusually large families, fluctuating employment with its resultant problems, the task of educating more children than the local community can absorb, and the need for this surplus of potential workers finding suitable employment elsewhere. There exists an immediate need for guidance for which there is no machinery available other than the public schools. Unless this problem is looked upon with complacency there can be no denial of the need for immediate action. The solution is not evident, but with continuous study and courageous action the situation can be improved.

Donora is located in southwestern Pennsylvania on the Monongahela River, approximately 35 miles from Pittsburgh. The borough was

Guidance is one of the most necessary and least effective of the newer developments in secondary education. The plan here described is not only sound, but has wide possibilities.—Editor.

established about 1901. According to the last census the population was 14,000, composed of 68 per cent native white, 24 per cent foreign-born, and 7 per cent Negro. Among the foreign-born, over 30 different countries are represented. The population fluctuates with the expansion and retrenchment of industry. The borough was founded and has developed as an industrial community. The American Steel and Wire Company, a subsidiary of the United States Steel Corporation, operates the Donora Zinc Works, the Donora Steel Works, and the Donora Wire Works, which cover two miles of river front and normally employ 5,000 men. Recently, new continuous billet mills were placed in the Steel Works and new continuous rod mills at the Wire Works. The following products are manufactured: pig iron, steel ingots, steel billets, steel rod of all sizes, wire nails, galvanized wire, barbed wire, concrete reinforcing wire mesh, field fence, bale ties, sulphuric acid, slab zinc, zinc oxide, and sulphate of iron. The life of the community depends wholly upon the rise and fall of steel.

Why Guidance Seemed Necessary

The Donora school system has kept pace with industrial changes which brought about rapid growth in population. Four elementary schools, a junior high school, a senior high school, and two parochial schools provide educational opportunities. The total enrollment in the public schools is 3,700, of which there are 2,000 elementary, 1,000 junior-high, and 700 senior-high-school pupils. The customs and traditions learned in the home life of these pupils make their adjustment to American life a complex problem. The rapid changes which take place in such an industrialized community, give rise to many guidance problems.

An ideal situation for the introduction of a guidance program seemed to exist. During the past several years the secondary schools had been developing an activity program with special emphasis on the guidance features. These activities included the assembly, the homeroom, and club programs. After each of these had been studied carefully and introduced into the curriculum of the school, the idea of introducing a guidance program was discussed among the teachers and administrative officers of the school. The need for guidance had been revealed to all of them in their daily contact with the students. They thought that guidance was needed more during the depression than during the more stable economic and social periods. No one had trained especially for guidance work, and several teachers thought that the group should study the problems of guidance in great detail before attempting any guidance work. Others thought that some guidance work should be done and that everyone should make a continuous study of the problems and change plans as new needs were revealed. Preliminary thinking was done during the first semester of the school year and definite plans were formulated for the introduction of a guidance program during the second semester. The school day was long enough to permit an hour each week for definite guidance, without detri-

ment to the other schoolwork and without additional cost to the taxpayers of Donora.

How the Plan was Started

The board of school directors offered no objection to the introduction of a guidance program, so long as no additional funds were required for its administration. This made the employment of an expert staff impossible and forced the development of a program manned by the regular staff. A small amount of money was available for reference materials, the schools were organized so that a period could be set aside for guidance, the faculty and administrative officers were willing to attempt some plan of guidance, the need for such a program was evident, and an experienced consultant was available. Therefore, it was decided to introduce guidance into the secondary schools.

An arrangement was made with Dr. Otis Young, of the California State Teachers College of Pennsylvania, who has acted as consultant throughout the development of the program. Dr. Young was instrumental in helping to formulate the philosophy under which the program of guidance was developed. Since he advised against the adoption of a system, but recommended an attempt to make guidance functional and to measure results in terms of pupil-assistance rather than in administrative simplicity, the result has been the installation of a program that is unorthodox as to style, but is serving eminently the purposes it set out to fill. It was recognized that the development of a guidance program would require a tremendous amount of thought and study, that it should be an ever-changing and developing program. This dynamic policy was agreed upon as having more possibilities of success than a static program which would be administered with few changes. It was recognized that there were many well-advertised programs of guidance each claiming worth-while activities, but the transfer of any one of these to our situation was rejected as unsound. Our primary consideration was to develop a program that would function in the lives of the boys and girls, and not merely to add guidance to an already crowded program of studies. A scheme of guidance may look good on paper, but have little effect upon the lives of the students. This was demonstrated when pupils were interviewed who had been in school where "paper guidance" was used. These students did not know there was a system of guidance in the school from which they were graduated. The development of a sound philosophy of guidance was therefore thought to be necessary before setting up the machinery for administration.

The Underlying Assumptions

The following assumptions reveal a part of the philosophy of guidance under which the faculty began work:

1. The pupil needs help to find himself. He needs assistance in preparing for the making of choices and adjustments.
2. Boys and girls usually find themselves after adolescence, but they must be prepared earlier.
3. Guidance does not imply determinism. It is the duty of the school to provide the pupil with information which will help him solve his own problems, whatever they may be.
4. The idea that a pupil's future can be determined and that his activities can be steered toward a predetermined plan or course of action is *passé*.
5. Man is versatile and his abilities may fit him for a wide range of occupations. An individual must be trained to adjust himself effec-

tively and progressively to an ever-changing world.

6. The program must be developed without additional increase in the school budget.

7. Results should be better when pupils are grouped according to interests rather than age or grade.

8. The field of guidance is so large that probably no one person can adequately present all of the different phases, but one could with reasonable preparation become competent to present one phase well.

9. Each instructor in a school having an active part in a guidance program has possibilities of coördinating the program of the entire school.

10. A dynamic philosophy of education would insure more possibilities of success than a static one. That is, the guidance program could not be set up in detail as a preconceived plan of action, but must be ready to meet new situations as they occur.

11. Education is continuous through life.

12. Experts are costly and in the field of guidance are practically nonexistent, and the expense of adding them to the staff is prohibitive in school systems that are facing retrenchment.

13. Guidance is necessary and can be given by teachers if the teachers willingly assume the responsibility.

Organization of the Groups

Many schools assign recitation groups one period each week to a guidance teacher. Each pupil of each grade receives the same instruction regardless of his needs or interests. Due to the broad scope of guidance it is improbable that anyone can master every phase of the work. It is probable that each teacher can develop a particular phase of the program and become an expert in that part of the work. This seemed logical as the teacher turnover in Donora is usually not more than one or two teachers each year. The organization of guidance groups was based on the problems of the boys and girls, regardless of age or grade.

It was definitely understood at the beginning that no teacher would be compelled to work with a group, and that pupils would make voluntary choices of groups in which to enroll. Among the thousand pupils it was thought that there would be some pupils who would be receiving proper guidance at home, that among our teachers there would be some who could not select a phase of work that would hold their interest, or that someone might not be interested enough to undertake the additional work. It was arranged to have uninterested pupils assigned to uninterested teachers during the period that had been set aside for guidance. Teachers and pupils not participating in the program could use this hour as a study period. In this way each interested teacher and each interested pupil would have a definite part in helping put over the program. This was later found to be unnecessary, as all pupils selected problems and all teachers undertook the study and development of a part of the program.

The pupils reported to their homerooms during the first scheduled meeting where a survey was made to determine what problems the students faced. After a discussion by the students and teachers, each pupil was asked to list on a small piece of paper one or more problems in which he was interested. This caused the pupils to begin thinking about guidance and gave the faculty some evidence as to what phases the students wanted to study. Upon summarizing the problems that were handed in, it was found that there were 290 different problems. These were organized and distributed to the teachers to be used as a basis for the following week's discussion. Pupils were asked to think about their own problems in the light of their own



DR. JOHN GRANRUD
Superintendent of Schools,
Springfield, Massachusetts.

Dr. Granrud, who was recently elected superintendent of schools at Springfield, was formerly assistant superintendent of schools. He is a graduate of St. Olaf College and holds degrees given by the University of Minnesota and Teachers College, Columbia University.

Following his graduation from St. Olaf College, Dr. Granrud was successively teacher, principal, and superintendent of schools in Minnesota, North Dakota, and Illinois cities. He was superintendent of schools in the Panama Canal Zone from 1925 to 1927. In 1927 he was elected assistant superintendent of schools of Springfield.

needs, and were urged to continue thinking about one or more definite problems upon which they wished to begin work. Democracy was thus inherent in the development of the program.

The Thirty-Two Groups

The following week the pupils were asked to state clearly, concisely, and definitely problems upon which they were vitally interested. The teachers counseled with the individual members of the homeroom after the problem had been selected. The difference between problems that were comprehensive and those that were sub-topics was pointed out. These thousand individual problems were submitted to the office, and a group of teachers volunteered to separate the slips according to the different kinds of problems. Twenty-two different kinds of guidance groups were formed; in some cases several groups were necessary to handle the number of pupils, making a total of 35 groups. These groups were organized and now function as follows:

1. *Aesthetics.* This group attempts a study of the areas of possible coördination with occupational needs, how culture may help in the development of personality, cultivating friends, and securing a position. Vocations related to the fine arts are studied, such as interior decorating, music, architecture, landscape architecture, and dramatic art.

2. *Athletics.* How may high-school athletics be a benefit socially, physically, financially, and scholastically? What are the claims of athletics? What are the various aspects of athletic scholarships? What is a "tramp athlete"? What are the possibilities of utilizing athletic ability toward securing a living? What are the opportunities offered in recreational leadership and physical education?

3. *Aviation.* U. S. Government Bulletin No. 142, *Vocational Training for Aviation Mechanics*, is used as a basis of study. Some of the topics are: opportunities in aviation, the aviation mechanic, approach to aviation mechanics' work, aviation education, setting up aviation mechanics' programs, analysis of aviation mechanics' jobs, and courses for aviation mechanics.

4. *Budget.* How the family income may be

budgeted to enable the group to live the fullest is the study of this section. Standards of living that may be expected on different salaries is included, and ways to increase the family income by intelligent buying and careful planning.

5. *College.* Problems that determine the selection of a college are applied to representative schools. Charts are constructed by the pupils to show how the schools differ as to tuition, enrollment, student expenses, resources, entrance requirements, opportunities for graduates, membership in college associations, scholarships, etc.

Educational Choices

6. *Curricular Choices.* A study of the program of studies to help boys and girls select a curriculum for the following grades. The relation of the curricula to occupations and future needs is considered.

7. *Educational Problems.* The purpose of this group is to aid pupils to solve educational problems in their relation to occupational requirements and to help the individual plan according to his present and future educational needs.

8. *Employment.* The various kinds of summer and part-time employment that can be obtained by high-school students are secured by a local survey. The qualifications for these jobs and suggested techniques for securing them are discussed.

9. *Government Jobs.* An overview of the different federal, state, and local government positions is given. Advantages, disadvantages, salaries, preparation, qualifications, and ways to secure these positions are considered by the group.

10. *Guidance Exchange.* The guidance exchange, or guidance clearing house, was established as an administrative device organized to help facilitate the transfer of pupils from one group to another. As a pupil completes his work from time to time, another problem is selected and he is scheduled to a new group. The pupil reports to a room set aside as exchange headquarters. Under the careful supervision of the sponsor of this group a pupil is admitted from the group where he has completed a study, and is rescheduled according to his new interests. This gives mobility to the program and provides freedom of movement among groups with guidance as a control. When a pupil enters a new group three things may occur: (1) He may find a solution to his problem. (2) He may partially find a solution and discover that he needs guidance in another group. (3) He may find that the group does not meet his requirements or needs. Any one of these may be a reason for transfer. A release is secured from the sponsor and the pupil reports to the guidance exchange. A record is kept of all transfers. The sponsor of this group keeps the sizes of the groups balanced.

11. *Orientation.* The first semester in the junior high school is used to orient the new pupils with the philosophy, opportunities, organization, and administration of the school. The study includes the program of studies, activities, cost of education, how to study, measuring the results of work, improvement as a student, wise use of leisure, and an introduction to the guidance program.

Contacts with Employers Encouraged

12. *Job Analysis.* Each pupil surveys the prospective field of his interest through use of available materials. In addition to this, direct contact is made with employers and employees.

13. *Journalism.* The different kinds of positions are discussed as to qualifications, preparation, advantages, and disadvantages. Actual practice is given in writing. A visit to the local newspaper office gives practical demonstration to the group study.

(Concluded on Page 50)

PROMOTION of Pupils in Elementary Schools—II

Henry J. Otto, Northwestern University

The question of promotion has a number of related factors, each of which has been subjected to careful study by research workers, administrators, and teachers in an endeavor to find answers to the many puzzling problems which arise and to discover principles of procedure which might govern the formulation and application of more desirable promotional policies. Among the puzzling issues which still prevail in current practice are the unreliability and variability of teachers' marks, the absence of uniformity and specificity in promotional standards, the use of differentiated standards for pupils of varying ability, the place and function of standardized achievement tests and their accompanying grade and age norms, and the nature and application of general principles relative to pupil promotion. No doubt each reader will have no difficulty in supplementing the above list with several items which to him seem more vital than any of those listed. The extent to which a particular problem seems important will depend upon the circumstances immediately at hand. Space can be provided here for a discussion of only a few of the crucial problems regarding promotion and the ways in which teachers and administrators have endeavored to solve them.

The Subjectivity of Teachers' Marks

Improvement in the methods used to evaluate the achievement of children has been sought for more than a century, perhaps many centuries. In America, as early as 1845, Horace Mann pointed out the weakness in the oral examination and formulated clear-cut concepts of the written examination and its superiority over older methods, such as the oral quiz.¹ Although the written essay type of examination, which in time superseded the oral methods, had many advantages over other means of testing children's knowledge, its weaknesses have been recognized for some time. The chief defects of the traditional essay-type examination have been portrayed in new light through the studies regarding the variability of teachers' marks.² Studies have demonstrated repeatedly that if the same examination paper, whether in English, mathematics, social science, or some other subject, is graded by a large number of teachers on the basis of 100 per cent for a perfect paper, the marks assigned may range from 50 to 98 per cent. Other types of studies have shown that frequently there is little relationship between the marks assigned by teachers and the actual knowledges and abilities of children as measured by standardized objective tests. Numerous attempts have been made to minimize or to overcome the undesirable features of conventional methods of marking and promoting pupils. Some of these are presented in the succeeding paragraphs.

Use of Objective Methods

Although the written essay examination and other subjective methods are still, and perhaps for some time will continue to be, the prevailing means of evaluating pupil achievement, more objective devices have found their way into school practice. Through the formulation and strict application of scoring rules it has been found that the variability of marking the traditional examination due to subjectivity of

This is the second part of an important study of promotions from the administrative standpoint. In a final installment to be printed in September, the author will suggest the guiding principles and a basic program for city school systems.—Editor.

scoring can be cut at least in half.³ Although the use of rules for scoring does not eliminate the subjectivity of marking essay papers, it will eliminate some of the unreliability present and thus tend to make them more useful.

The introduction of objective tests, informal and standardized, has given a new basis for measurements and their interpretation. Many teachers are using informal objective tests in place of the essay examination. The new-type tests are scored in an objective, impartial manner and yield point scores, the size of the point score indicating the number of responses correctly given. The problem which now confronts most teachers is the translation of point scores into percentage or letter grades which are required for record purposes in most schools. The significance of point scores depends upon the scores usually earned on the same test by groups pursuing similar work, or upon the scores earned by a particular group when the significance of a given point score in this group is to be determined. The point scores of a class are usually tabulated in a frequency table and are then translated into letter or percentage marks. To transform the point scores of objective tests into marks the normal-curve hypothesis may be utilized.

Point scores on tests and teachers' marks are frequently confused. Point scores on objective tests are not equivalent to per cents under the old marking system, even if the test has exactly one hundred items. Suppose ten pupils take a one-hundred-item objective test and receive the following scores: 85, 76, 70, 68, 63, 50, 47, 45, 40, and 38. If these scores are confused with the percentages of traditional marking, only two would pass, assuming that the passing mark is 75. If, on the other hand, it is revealed that the norm for pupils of this school grade on this test is 40, all ten pupils probably deserve to pass. If norms on the specific test are not available, it is customary to arrange the scores in a frequency table, and to assign marks on the basis of the normal-curve hypothesis. The number of A's, B's, etc., assigned depends upon the particular system followed in the local school. One plan commonly used is to distribute marks as follows: A, 7 per cent; B, 24 per cent; C, 38 per cent; D, 24 per cent; and E, 7 per cent.

If standardized tests are used instead of the informal objective classroom tests, the teacher may experience difficulties when the median score in her group does not coincide with or approximate the norm for the test. When the class median and the norm as published agree, the situation is relatively simple; but when they do not agree, the teacher may be at a loss as to what to do. When there are actual differences in achievement between groups distributed in approximately a normal manner, awarding marks in each group on the basis of the normal distribution does not make an A in one group equivalent to an A in the other. If the latter situation prevails in the absence of ability grouping, it may be advisable to disregard the standard norm on the test and to assign marks according to the accepted interpretation of the normal distribution. If ability grouping prevails

in the school and the class median score is appreciably below or above the standard test norm for the grade, the accepted distribution of marks according to the normal curve may still be used with the addition of exponent or subscripts to the marks to indicate the ability level of the section in which the given mark is assigned. An A^x, for example, would indicate an A earned in an X section; a B^z would indicate a B earned in the Z section.

Many arguments, valid and otherwise, have been advanced both for and against the use of the normal-curve hypothesis. These arguments have been admirably summarized by Tiegs.⁴ In spite of many arguments to the contrary, the normal-curve hypothesis seems to commend itself to many who must work. Doubtless it is usable as a point of departure wherever there is lack of knowledge or agreement on specific objectives or reliably ascertainable evidences of their attainment. Under present conditions this would embrace most of the educational program as now organized. The use of the normal-curve hypothesis, whether in connection with objective tests or otherwise, will assist in securing a more equitable distribution of grades and in systematizing to some extent the more or less haphazard, subjective, and variable methods of marking now commonly used. It must be remembered, however, that the whole procedure is based upon the assumption that there be a normal distribution of achievement. If the class is average and the distribution normal, there is some precedent to serve as a guide. But even at that, regardless of which scheme for marking is adopted, a certain percentage of pupils is doomed to failure by the very nature of the plan. It is doubtful whether this can be justified. As Tiegs points out, "Nature does not classify as failure its shortest leaves, its smallest trees, or its tiniest animals."⁵ Because a child falls in the lowest 5 or 7 per cent of the group is no index to either success or failure. If his present achievement is related to his native or initial achievement at a preceding period, he may have made greater progress than any one of the pupils whose scores fell in the upper 5 per cent of the group. The writer holds that the normal-curve hypothesis, although useful as a stepping-stone to sounder methods, is not a desirable and justifiable solution to the problems of marking and promotion.

The Use of Minimum Passing Marks

In an endeavor to improve the standards of work and the promotional practices, some school systems have made extensive efforts to establish and to systematize the minimum passing mark. In order to divide pupils at the end of the term into two groups, those who shall pass and those who shall be retained, it is necessary to establish criteria on the basis of which this differentiation can be made. It has been customary in most schools to name certain percentage or letter grades as the minimum mark which a pupil may receive and still be classified among those who are to be promoted to the next higher grade. This "passing mark" has been thought of as more or less absolute and stable and the goal of students has been to reach or to exceed this passing mark. Schools which required 75 or 80 per cent as the minimum passing mark were considered better than those which conditioned at 60 and passed at 70 per cent. Frequently the letters A, B, C, etc., are used, but invariably they are thought to have corre-

¹See excerpts from the writings of Horace Mann as reproduced in A. W. Caldwell and S. A. Courtis, *Then and Now in Education: 1845-1923*, World Book Co., 1924.

²For excellent summaries of the best studies regarding the variability of teachers' marks, see G. M. Ruch, *The Improvement of the Written Examination*, Scott Foresman and Co., 1924; and G. M. Ruch, *The Objective or New Type Examination*, Scott Foresman and Co., 1929.

³G. M. Ruch, *The Objective or New Type Examination*, p. 105. Scott Foresman and Co., 1929.

⁴E. W. Tiegs, *Tests and Measurements for Teachers*, Houghton Mifflin Co., 1931, pp. 180-182.

⁵*Ibid.*, p. 183.

sponding percentage equivalents. That this concept of a standard is erroneous is almost self-evident. If one should take two schools in which the achievement of pupils, grade for grade, is on a par, but one school using a minimum passing mark of 80 whereas the other school uses 60 as the minimum passing mark, one would likely find that the marks assigned to pupils differed materially, but unless the per cent of pupils promoted also differed noticeably one could not say that the standards of the two schools were unlike. Obviously, it is not the *passing mark*, but the *number passed* that is significant in determining promotion standards.

The Formulation of Specific Objectives in the Course of Study

Another method which some school systems have used to improve promotional practices is the formulation of specific objectives in the course of study. For each subject, especially the academic subjects, and for each grade, desirable goals of attainment are stated in rather concrete terms. It is hoped that these specifically formulated objectives will give teachers a more tangible basis for the evaluation of pupil achievement. Another purpose of this is to systematize the work throughout the system so that pupils who transfer from one school to another may fit harmoniously into the work of the corresponding grade in the new school. Also that teachers of each succeeding grade may know the precise academic status, at least the minimum accomplishments, of the students who come to them.

It is doubtful whether the practice described above achieves its purposes, and if it does accomplish its ends, whether those ends are desirable and can be justified. There is little doubt but what concretely stated goals will enable teachers to evaluate the work of pupils more accurately than if only broad, general objectives were listed. But *how much* more accurately it is done is not certain. The subjective methods for evaluating pupil achievement that are commonly used in public schools and the many subjective and frequently irrelevant factors which enter into the assignment of marks lend misgivings to the effectiveness of the enterprise.

If teachers throughout the system understand that the specifically formulated objectives constitute the standards for promotion from grade to grade, some teachers are likely to become disgruntled when some of the pupils they receive do not measure up. Frequently there arise unwholesome faculty relations, unfavorable attitudes toward the less able student, or a pernicious game of "passing the buck" which results in a neglect of the student who comes ill prepared. Some teachers feel that an injustice has been done them if they are called upon to do remedial teaching in fields of subject matter which belong in preceding grades and which other teachers have neglected to do. Of course, such attitudes on the part of teachers manifest gross ignorance regarding child growth and the functions of a teacher. It is quite obvious that many children of less than normal ability will not be able to attain these definitely stated goals which have been formulated for the middle or average group. Yet it is administratively inconvenient to refuse promotion to all the pupils who do not attain these goals. Hence, the system fails as a method for the improvement of promotional practices.

It is well that the above system fails to function in practice. To formulate specific objectives to guide teachers is desirable but it would be very unfortunate if in the present stage of educational science school systems everywhere should establish a series of specifically stated academic hurdles which each pupil must pass in succeeding order before he can be promoted to the next higher grade. Such a practice would be out of harmony with the aims and functions of modern elementary education and would tend

to cast aside much of the progress which has been made toward the recognition of individual differences.

Differentiated Standards

Many school systems have acknowledged the administrative difficulties which arise in trying to maintain one uniform set of standards of achievement for all pupils and the futility of expecting all pupils to attain the same levels of accomplishment. Remedies have been sought through the establishment of differentiated standards for pupils of different levels of ability. Schools in which homogeneous grouping is practiced and differentiated curricula are applied invariably establish higher goals of achievement for the superior sections than for the average groups, and higher standards for the latter than for classes of low ability. Such practice is to be commended since it tends to avoid many undesirable conditions which develop if uniform standards are applied to all children. It is a recognized fact that pupils of low mental ability cannot attain levels of academic proficiency which are within the comparatively easy reach of normal or bright children. To expect mentally slow pupils to achieve the standards developed for average groups sets an impossible task for both teacher and pupil. Wholesome instruction cannot result if teachers feel obligated to demonstrate pupil achievement which is beyond the mental capacities of the students.

In reality, differentiated standards of achievement are not a new venture in educational practice. There have always been wide differences in the accomplishments of a group of children promoted to the same grade by the same teacher. If the pupils of an unselected group are promoted on the basis of a uniform standard for all, either many pupils will fail or the standard is so low that even the less able ones can attain it—forgetting for the moment the errors of judgment in evaluating pupil achievement. In either case there will be some pupils who far exceed whatever standard is used.

Differentiated standards give administrative recognition to a practice which perhaps has always existed. Such administrative action doubtless has a wholesome influence over teaching procedures and teacher-pupil relations. Although evidence is lacking, it is not likely that differentiated standards will lower the actual accomplishments of children or the quality of work in the schools. It is also doubtful whether differentiated standards offer an *adequate* solution to the problems of promotion. Nonpromotion and failure still remain as characteristic features of the plan, although obviously the application of varying standards to groups of different levels of ability will tend to reduce the percentage of failure.

The Use of Test Norms

Since standard achievement tests have come to be used more extensively in public schools, professional workers have been endeavoring to find the proper function and place of these instruments in the administration of promotions. In a few schools the grade norms on various standardized subject-matter tests have been substituted for previously used promotion standards. Grade norms on standardized tests have thus become the successive hurdles which children have been expected to mount in their progress from grade to grade. Insofar as test norms usually represent average or mediocre achievement, the practice may have some merit. Another advantage is that pupil achievement is compared, not with an arbitrary goal, but with one which automatically reflects the difficulty of the test, the adequacy of teaching, the correctness of the time allowance, and certain other factors; in other words, the grade norm is a reasonable and attainable goal.

The writer believes, however, as do many principals of elementary schools, that it would be unfortunate to adopt generally promotional plans in which the grade norms on standardized objective subject-matter tests would constitute the goals on the basis of which pupil progress from grade to grade would be determined. Such practice would introduce into the schools a standardizing force such as American education has never experienced. Promotional practices might develop which would differ in character only from the rigidly formalized plans which were in vogue during the middle of the nineteenth century and which we have unsuccessfully tried to eradicate for the past fifty years.

The use of age norms has also been proposed as a possible aid in the solution of promotion problems. Age norms are theoretically more accurate than grade norms because chronological age is more objective and definite than grade location. Because the correlations between achievement and chronological age are not very high, certainly much lower than correlations between achievement and mental age, it would seem that mental-age norms would be more useful than chronological-age norms. In either case it would seem that age norms are more useful as a basis for assigning marks and in ascertaining whether a pupil is working to capacity than as a basis for promotion. As standards for promotion age norms are of little more value than grade norms.

The question may also arise as to the uses to which the various quotients—the A.Q., E.Q., the progress quotient, and the subject quotients—may be put in the administration of promotion plans. These quotients indicate the rate of growth in achievement as compared to mental or chronological age. A possible exception is the progress quotient which is obtained by dividing the chronological age of an individual by the average chronological age of the pupils in his grade. None of the quotients indicates the level of educational attainment and thus have close relationships with standards of achievement for the different grades.

(To be concluded)

NEW SCHOOL GROUPING PLAN AT MONTPELIER, VERMONT

William A. Kincaid, Superintendent of Schools, Montpelier, Vermont

A new "equated" pupil grouping plan of the achievement type has been used in the public schools of Montpelier for the first time this year. Instructions for using the plan were prepared and issued to teachers during the semester of the last school year, after considerable discussion.

The new plan of grouping was proposed as a compromise between the former A-B-C plan and heterogeneous grouping. Under the plan, each grade has two groups made up of those pupils who are within the upper 75 to 85 per cent of the grade in achievement, and a third small group made up of pupils who in the teacher's judgment and as measured by tests, are in the lowest 15 or 25 per cent of the grade.

In developing the new plan, the purpose was to eliminate the former A-B-C plan of grouping. This plan had been criticized as unfair, undemocratic, and less effective than had been generally supposed. It was considered unfair because it gave a distorted picture of the individual and because it was based on a type of abstract intelligence and failed to take into account social and esthetic intelligence. It was considered undemocratic because it placed a premium on brains and sought to accentuate classroom consciousness and intellectual snobbery. In some cases where children had been placed in groups suited to their needs, the parent had felt the situation so keenly that he had asked to have the child changed to another group so that his social position would be improved.

The evils of the former system were studied carefully with a view of evolving a remedy for the situation. It was found that in the larger groups, the range in ability in a particular subject would be in-

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How the Cost of Insurance on Public-School Properties Can be REDUCED

Warren S. Holmes, Architect, Lansing, Michigan

Errors in Insurance

While insurance is one of the most common of business necessities, there is much misunderstanding concerning its applications and offerings. An examination of the appraisals of 150 public buildings shows an average error of slightly more than 30 per cent in the insurance underwritings: the larger part of these buildings were schools.

This error, of course, represents pure waste to the insured. Even in buildings having approximately the right amount of insurance coverage the error is often 20 per cent or more. This comes about through failure on the part of the policyholder to comprehend his obligations in the insurance contract.

It is not until a loss has occurred and settlement entered into that most people find out that insurance companies are not obligated either for the sum named in the policy or to replace the building destroyed.

Insurance companies are obligated for, *not to exceed the actual cash value* (ascertained with proper deductions for depreciation) *of the property at the time of the loss to said property*. To this should be added the fact that the policyholder must prove his loss. His simple say so does not constitute proof, and what he cannot prove he must either lose or accept a compromise settlement.

Regardless of his good intentions, the property owner does not insure either costs or replacement values. He insures only what is known as *sound values*, which may be and often are not to exceed 50 per cent of original costs or replacement costs. Insurance companies reserve the right to replace partial losses and sometimes do if the loss is small, but they are not obligated to do so.

With depreciation, change of building costs, and maintenance entering in to change values from year to year, this so-called sound value on buildings becomes complicated and unintelligible to the property holder who is seldom an expert in valuing property. As a consequence, the amount of insurance carried soon becomes somebody's guess and very often the guesser knows very little about the process of evaluating property and determining the obligations of insurance in case of loss—hence the error.

Obviously there is only one way to avoid this misunderstanding and error, and this is to evaluate and list the properties insured in much the same manner as required by insurance as a proof of loss after the loss has occurred. This is known as an appraisal. It constitutes an abstract of value on which the insurance is based and shifts the burden of proof from the policyholder to the insurance company. It makes of insurance a definite proposition both for the insured and insurance company. It removes much of the speculative element and guesswork from insurance and paves the way for offerings by insurance resulting in lower rates to the policyholder.

Policyholder's Obligation in Insurance Contract

An appraisal, property set up, fulfills the obligations placed on the policyholder in the insurance contract. Few policyholders indeed know of these obligations since they are implied rather than written. They are principally four in number:

1. *Valuations.* In states using the New

York standard policy, the responsibility for correct valuations lies with the policyholder. Overinsurance is pure waste, behind which there is no liability on the part of insurance and for which there is no provision for return of premiums. Underinsurance results in the policyholder carrying a like proportion of his own risk.

2. *Proportion Between Building and Contents.* Likewise the policyholder is responsible for the correctness of the sum named to cover the building and sum designated to cover the contents, and any error again represents so much waste insurance. The rider usually specifies all contents permanently attached to the building, such as fixed seats, tables, and desks, shall be insured as building, and the sums specified in the policy often fail to take account of this division of furnishings.

3. *Depreciations.* The policyholder is responsible for making the correct allowance for depreciation in his insurance. The appraisal should set up these depreciations with facts determining the same.

4. *Exclusions.* It is the policyholder's responsibility to determine the correct values of such portions of buildings as are excluded from insurance—commonly excavations, certain foundations, etc.

It can be said with almost certainty that where a policyholder fulfills the above obligations he will collect insurance to cover his loss without difficulty.

Necessity for an Appraisal

To many persons it will appear at first that the appraisal is a cumbersome and expensive method of correcting the errors in insurance, but an examination of the facts shows that no other dependable method has ever been evolved either for making insurance a guaranteed indemnity for loss or for correcting the costly errors that attend insurance written in blanket form or guesswork information.

Even if the policyholder has the correct sum written in his policy, his ability to collect his loss will depend largely on his ability to provide a satisfactory proof of loss.

Obviously the first step in securing lower costs for insurance is to eliminate the errors whereby premium fails to purchase insurance. The second step is to take advantage of the special offerings made by insurance companies.

Term Insurance. The first year of insurance costs 100 per cent of the annual premium and each year thereafter 75 per cent so that a three-year term can be had for the cost of two and one-half times the annual rate. This represents a reduction of $16\frac{2}{3}$ per cent in premium over purchasing insurance annually. If 6 per cent interest be deducted, the net saving is still 8 per cent. This, of course, represents large dividends—a very worth-while saving to policyholders and one that should never be overlooked in insurance on public properties even if officials must borrow money to take advantage of it. Several mutual companies and also some stock companies are now making it possible for the policyholder to pay premiums in annual installments and still participate in the lower rates of term insurance.

Coinurance. Here the saving in premium is even much greater than for term insurance, commonly 25 to 60 per cent. In the case of term insurance the large reduction in premium amounts to a bid for the use of the policy-

holder's money because it has been largely through investments that insurance companies have made their profits.

The large reduction in *coinsurance* amounts to a direct and remunerative inducement to the policyholder to *properly insure*.

By contracting to carry insurance to at least a certain percentage of value (as 80 per cent, for example) the policyholder obligates himself to know the correct values of his property. Insurance thereby becomes a definite proposition—just as much so as wheat in the elevator bin, after being cleaned up and weighed.

If insurance is to be offered at *minimum prices* it must be based on *known values*. Insurance on any other basis has a large element of speculation in it, and must carry correspondingly higher rates.

The interesting feature of coinsurance lies in the fact that while its advantages benefit the insurance companies there are no disadvantages to coinsurance for the policyholder who is properly insured, and therefore public properties should always carry coinsurance when available in the middle-western and eastern states. No advantages are made available through coinsurance in insuring public properties in Florida, Georgia, North and South Carolina, and the Virginias.

Other Sources of Lower Costs

In addition to the savings to be realized through term insurance, coinsurance, and elimination of the errors in valuations, depreciations, exclusions, etc., there are at least three more sources of savings that are important: the insurance plan, the policy rider, and examination of rating schedules.

The Insurance Plan. Under the insurance plan logically come such considerations as: (a) the percentage to value to be carried on various risks; (b) the adoption of separate policies for each building or of a general form in which each policy becomes a proportional part of the total insurance; (c) the development of the installment plan of payment whereby advantage can be taken of term insurance and still pay a like amount of premium each year (as $\frac{1}{3}$).

It is manifestly inconsistent and uneconomical to insure fireproof buildings having good rates, the same as brick buildings with wood interiors. In the first case the policyholder is insuring against partial loss only, and should adopt the lowest coinsurance percentage that will give a good rate. In the latter case, and especially after a building is a few years old, the policyholder should adopt 90 per cent coinsurance with insurance to 100 per cent of sound value. Here the policyholder is insuring against total loss and because of depreciation, the difference between the full insurable value and replacement costs becomes a considerable sum for which the policyholder cannot collect insurance.

The general form of policy rider, sometimes called a scheduled form, is most desirable. In this form the amount of insurance in each building is listed on each policy, and each policy is thereby made a proportional part of the whole. This has the advantage of simplifying the policies, since any policy will give the whole insurance plan and each insurance company and each insurance agent has good risks and poor risks in the same proportion. Also in case of loss of one building the loss is proportionally

spread over all the insurance rather than falling on one or a few companies.

The installment plan of paying premiums does not really save on the cost of insurance, but lends itself to budgeting the insurance item, since it is manifestly easier to put a certain sum on the tax roll each year rather than a large sum every third or fifth year.

The Rider. The development of the insurance rider usually does not affect the premium cost but amounts to getting more insurance at the same cost. The standard insurance policy contains no insurance coverage. It simply amounts to a set of conditions limiting the liability of insurance to a certain class of risks and defining how settlement of loss shall be made. It does provide for a rider to be attached to the standard policy form defining the coverage given for special risks.

While standard rider forms have been prepared for schools, churches, garages, etc., these forms seldom provide for special conditions which attend nearly all risks and seldom contain all the coverage that has been made available by insurance for public properties. The appraisal usually reveals these special risks or permits necessary so that they may be compiled and submitted to the Audit Bureau or Stamping Department of the Inspection Bureau for approval.

Rates and Premiums

Rates are established by the Inspection Bureaus and are a direct measure of hazards.

Examination of Rates. Upon application to the inspection bureau the policyholder can obtain a copy of the make-up for rates. This schedule shows the base rates and percentages of credits and charges added and deducted to the base rates to make up the total rates. Once the policyholder knows what hazards make up his rate, he can often make changes and corrections at small cost and thereby reduce the rate by appreciable amounts.

The low ratio of \$3.46 paid for fire protection to \$1 received from insurance companies in payment of losses reported by the committee on insurance research of the National Association of Public School Business Officials is substantiated by figures compiled for the State of Ohio showing \$1,257,738 paid in premiums for school insurance for the years 1929, 1930, and 1931, and \$496,267 received for insurance adjustments during this same period, or a ratio of 39.5 per cent.

If a large part of the 30 per cent error mentioned in the first paragraph of this article were eliminated, the ratio of costs to losses would be much lower for schools than that applying to the average of all risks. Thus the path to lower insurance costs is taking advantage of insurance offerings through a better knowledge of its technicalities and eliminating the speculation and guesswork by basing insurance on dependable appraisals. Boards of education thereby place themselves in a position to buy insurance according to their needs instead of having it sold to them.

School-Board Heads Who are Making History in American Education

W. P. McCAMMON
President, Board of Education,
Corsicana, Texas

Mr. W. P. McCammon was elected a member of the Board of Education of Corsicana, Texas, on April 6, 1919. In April, 1922, he was elected president of the board, in which capacity



MR. W. P. McCAMMON
President, Board of Education,
Corsicana, Texas.

ity he has served since that time. He has given cheerfully of his time and business ability to the development of the school system. His belief in public education and his leadership in behalf of the youth of the city has been one of the community's greatest assets.

Mr. McCammon has been actively identified with educational, religious, and civic interests of Corsicana for a number of years. He has served as director or official of the leading civic social service and social clubs and has been particularly active in the promotion of fraternal and church work. He is a native son of Corsicana and was formerly engaged in the lumber business. At present he is head of a leading firm of morticians and a director of the state national bank.

During Mr. McCammon's service as a member of the Corsicana board of education, Corsicana's school-building program was initiated and completed. In the past ten years, eight new modern school buildings have replaced the shacks and tumbled-down structures of the previous decade. One of these was the G. W. Jackson High School for the Negroes of the city. In the present depression, Mr. McCammon has shown real courage in fighting against unreasonable and unwarranted retrenchment, while at the same time he has done all in his power to encourage and secure every possible economy.

Mr. McCammon believes that the proper training of our young people demands a good school environment, good buildings, and good teachers. At all times he has endeavored earnestly and has succeeded in keeping the schools free from all influences which are detrimental to an efficient school system.

DR. N. M. WATSON,
President, Board of Education,
Red Lake Falls, Minnesota

Dr. N. M. Watson, of Red Lake Falls, Minnesota, is completing his twenty-fifth year as president of the board of education. At the completion of his present term he will have served twenty-nine years as a member of the board. The 1933 commencement exercises were



DR. N. M. WATSON
President, Board of Education,
Red Lake Falls, Minnesota.

arranged to celebrate Dr. Watson's twenty-fifth anniversary as president of the board, and tribute was paid to his years of unselfish service in the cause of public education, and to his remarkable leadership in school and community affairs. A large number of his friends had subscribed for a large upholstered chair and ottoman, which were presented to him as a memento of the occasion.

Dr. Watson was born in Williamstown, Ontario, Canada, a town situated in Glengarry County, a locale made famous by Ralph Connor. As a youth he achieved distinction in athletics; he still prizes an imposing array of beautiful medals won in the Caledonian games. He played Lacrosse with the famous Cornwall Lacrosse Club of 1889, and the *Toronto Mail* hailed him as "the best stick handler and dodger ever seen on the Toronto grounds." After completing the work offered by the local high school, he matriculated at McGill University, Montreal, and was graduated with the degree of M.D.C.M. in 1891. The following year he came to Red Lake Falls, where he has resided ever since.

Dr. Watson has played a prominent part in local affairs. He has at various times served as mayor, as president of the park board, and as chairman of the county-fair board. He has been chairman of the County Republican Committee for over thirty years. He has been a delegate to a few Republican national conventions. He has been a member of the Republican State Central Committee for nearly twenty years, and was elected a Republican Presidential Elector in 1932. He has served as a member of the State Board of Health for many years.

In spite of these activities and the demands of a large practice, Dr. Watson's primary interest may fairly be said to have centered in the local public-school system. Possessed of a remarkable degree of political acumen, he has, nevertheless, kept politics and the schools entirely separate, and his administration has been characterized by the absence of political involvement, local or otherwise. A bachelor, he has shown as keen an interest in the welfare of the schools as the father of a record family could possibly have evinced. During his term as president, there has never been a record vote taken on any question, nor a division of the board concerning any policy. Achievements of his administration include the erection of buildings appraised at \$100,000; including a high-school building adequate to the needs of the

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How to Get the Best Results from Linoleum Floors in Schools

E. C. Dearden, Jr., New York City

The examination that a flooring material has to pass before it is admitted to a school probably is more stringent than for any other type of building. Many factors combine to make this so: the punishment inflicted on school floors daily by thousands of shuffling feet; the desire for quiet while classes are in session; the necessity, especially under present conditions, for keeping down costs; the importance of cleanliness; and the desire to make the floor an integral part of the color scheme.

It follows that the ideal flooring material for school buildings is one which will withstand heavy traffic; which is reasonable to install and maintain; which is sound-absorbing; which is easy to clean and to keep clean; and which lends itself to pleasing decorative effects.

What is this material? We, in the linoleum industry, naturally like to think that it is linoleum. In this the champions of other flooring materials may, of course, disagree. Certain it is, however, that the use of linoleum for school-house floors has greatly increased in recent years, both in new schools and in schools that have been modernized.

As a result of this widespread use in the school field, bringing with it many requests for information on the proper care of linoleum, and because so many school boards, desiring to take advantage of present low costs of labor and materials, have evinced so great an interest in linoleum, the editor has asked me to state the case for linoleum.

Linoleum has been an accepted flooring for over forty years. Its durability, its general ingredients and composition are too well known to be dwelled upon further in this article. I shall confine myself, therefore, to a brief discussion of linoleum floors from the standpoint of desirability, initial cost versus final cost, correct installation, and ease and economy of maintenance. Before doing so, however, it might be well to explain the different kinds of linoleum and their application to school use.

Types of Linoleum

There are two major classifications of linoleum—Inlaid Linoleum and Plain Linoleum. The former classification is divided into two types, Straight-Line Inlaid and Molded Inlaid. The latter major classification is divided into the following types: Battleship, Plain, Jaspé, and Cork Carpet. There are different qualities of each kind, according to thickness or gauge.

For school use, the kinds found by experience to be most satisfactory are the heaviest qualities of straight-line inlaid; heavy-weight, medium-weight, and light-weight battleship; the heaviest qualities of jaspé, and cork carpet.

Straight-line inlaid linoleum, as its name suggests, is linoleum made of different colored squares or other straight-line geometric shapes, set next to each other or "laid in" on a burlap back. Straight-line is made in blocks of solid colors or in marbled effects. The colors go clear through to the back.

Battleship linoleum is plain colored linoleum made to the special specifications of the U. S. Government to withstand the hardest wear. It takes its name from the fact that the specifications originally were for United States battleship installations.

Jaspé linoleum is the same as battleship linoleum except that two or more colors are blended instead of a solid color, producing a wavy, striated effect. It is called *jaspé* because of its resemblance to jasper, a type of marble.

Cork carpet differs from battleship linoleum in that more and coarser cork is used to make it more resilient and sound-absorbing.

Advantages of a Linoleum Floor

Let us now consider four main advantages of linoleum from a school viewpoint:

Appearance. By appearance I mean not merely the opportunity linoleum affords of creating floors that are pleasing to the eye, but the opportunity of creating color effects that are impossible with many other types of flooring materials. I cannot place too much emphasis on the importance of color and design. A judicious use of color will make a drab, uninviting room light and cheerful; softens the glare of too sunny rooms; and gives character to unattractive corridors. It will repay you again and again, not only in the satisfaction of having a distinctive interior, but in the favorable psychological effect on both pupil and teacher.

Resiliency. Few floors are more resilient than linoleum. The resiliency of linoleum conserves the energy of both pupils and teachers.

Sanitary. Linoleum provides a smooth, uniform surface devoid of dirt-and-germ-gathering cracks. In addition, certain qualities in the linoleum itself have a remarkable germicidal effect.

Sound-Absorbing. Linoleum floors make for quiet, restful schoolrooms and corridors, with a minimum of distracting noises.

Cost

It is impossible to outline price classifications which will hold good for all manufacturers, but in general it may be said that in equivalent qualities straight-line inlaid linoleum is the most expensive. Jaspé, battleship, cork carpet, and plain linoleum are lower in cost in the order named.

Linoleum is not the cheapest type of floor, from the standpoint of initial cost. Nor is it by any means the most expensive. Compared to many types, however, the initial cost is low. And if we distribute the initial cost over the years of service to be had from linoleum, we find that it has indeed paid us to install a linoleum floor.

Correct Installation

A linoleum floor is no better than its installation. The finest floor of linoleum can be ruined by faulty laying. Consequently it is of the utmost importance that you employ a reputable contractor, preferably one authorized to install the product of a reputable manufacturer. These authorized contractors have been appointed because of the quality and excellence of their installations and because they are financially responsible. In the majority of cases they will guarantee a satisfactory job. In fact, a guarantee of satisfaction, by either the contractor or manufacturer, should be insisted on for protection.

If you engage an authorized contractor it will not be necessary to supervise his work, but if you wish to check it, here are a few things to watch for:

1. **Storing on the Job.** Linoleum should be stored in a dry place at a temperature of at least 70 degrees for 48 hours before installation.

2. **Unpacking.** Linoleum should be unpacked at a temperature of at least 70 degrees.

3. **Moisture in a Cement Floor.** If linoleum is to be laid on a cement floor, it is imperative that the floor be *absolutely dry*. Linoleum cannot be installed satisfactorily on a floor containing any moisture at all. If there is any moisture,

either on the floor or in the slab beneath, the laying of linoleum seals the surface and brings the moisture to the top. It collects under the material, loosens the adhesive and rots the linoleum. This is most important of all: Linoleum should never be laid on floors in direct contact with ground or under which there is no air space. Such floors never dry out and linoleum laid on them will be ruined. To restate it briefly: floors must be dry before the linoleum is applied.

4. **Use of Lining Felt under Linoleum.** Lining felt is not essential on concrete floors as the pliability of linoleum makes a sufficiently resilient floor. Lining felt does, however, make it easier to take up the linoleum should it become necessary to move.

On account of the shrinking and swelling of wood floor boards, the use of lining felt allows a certain amount of play between linoleum and boards. It also helps to bridge over small cracks in the floor and to keep the linoleum from following the impressions of the cracks. An uneven or worn floor can be built up with felt to make a comparatively level floor.

5. **Linoleum Adhesives.** There are two types of adhesives used for fastening linoleum to the floor: water-resistant paste and waterproof cement. Waterproof cement is recommended for seams and edges because of its superior adhesive qualities and its resistance to wash water. Water-resistant paste is used for fastening the main body of the linoleum to the floor.

6. **Protective Finish.** All quality linoleum, with the exception of cork carpet, is delivered to the job with some sort of protective coating. As a result of experience gained in the maintenance of a great many installations, supplemented by extensive research, one leading manufacturer has adopted the policy of giving its linoleum a double coating of wax before it leaves the factory. As will be explained later, this has proved a most satisfactory finish.

Maintenance of Linoleum Floors

If you have purchased a quality linoleum; if it has been laid properly and maintained properly, you have as fine a floor as you could desire. Nor is there any reason why its beauty and freshness cannot be retained for many years. All that is necessary is to follow a few simple rules for maintaining your floor. For sanitary reasons, as well as to preserve its beauty, a linoleum floor should be gone over daily. This may be done with a soft brush, a dust cloth, or a slightly damp mop.

From time to time the protective finish should be renewed by waxing. A wax finish produces a transparent luster which improves with time. The wax thoroughly fills the pores of the linoleum, making it practically impervious to dirt and stains and at the same time acts as a preservative. If the linoleum is well waxed originally and the wax is renewed as necessary, the life of the linoleum is lengthened as the wear is on the wax instead of on the linoleum itself.

The frequency of rewaxing will be determined by the amount of traffic to which the linoleum is subjected. To rewax, remove all traces of dirt and wear by cleaning with water and a pure mild soap. Use a mop and as little water as practicable. Under normal conditions it will seldom be necessary to scrub the linoleum. And under no conditions should you use cleansing agents or soaps containing caustics or alkalis. These will destroy a linoleum floor. In time they will cause the linoleum to rot.

After the linoleum has been cleaned, apply a thin film of some standard brand of wax. Allow to dry for 20 to 30 minutes, then burnish to a high gloss. If the surface is small, both the

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KEEPING Akron's Continuous Census Up-to-Date

A. J. Dillebay, Akron, Ohio

Akron, like most progressive cities, has a permanent continuous census as one division of its attendance department. In the centrally located attendance office are kept files containing permanent census cards for all children of compulsory school age in the schools of Akron. These cards are filed alphabetically by schools and include elementary, high, trade, continuation, private, and parochial schools. In addition to the school files there is a cross file of all pupils in alphabetical order, these cards containing just enough information to enable a searcher to locate the permanent census card in the school file.

Two factors enter into making a decided change in the accuracy of the census files in September. First, a great many new pupils, too young for entrance previously, now enter the system, and children of all ages from families new to the city and others new to the district are enrolled; second, a great many pupils have removed from the city, have died, or passed beyond the legal school age. To take care of these changes the schools require all new registrants to have filled out a census-information blank which gives complete information for the permanent census card. These blanks are filled out by parents who accompany the pupils to school for registration or are sent home to be filled out by the parents there. By means of these blanks permanent census cards are made out by the teachers for all pupils new to the city. The first Saturday morning of the term the school clerks take these cards to the attendance department and file them in the proper school file, thus bringing the file up-to-date so far as new entrants are concerned.

Correcting the School-Building Records

The next step is to remove the cards for pupils who have left the city and to change cards of transferred pupils to the files of the new schools. Changes of addresses must also be made. The school clerk for each school takes care of these changes through the use of the principal's office record card. In every principal's office is a file containing a card for every pupil in the school. This card has been worked out to give the information needed in the office and also to give at a glance the information needed in checking the census files. New office record cards have been made by the teachers for all entering pupils, but in order to be certain that the files are complete and accurate the cards are sent to the teachers to be checked against their class records. The cards are then returned to the office, realphabetized, and taken by the clerk to the attendance office to be used as a check on the census files. Since new cards have been added and cards of pupils who have left have been removed, the clerk now has a complete and correct file from which she can quickly bring up to date the census file. The principal's office record cards for pupils who have left contain the information as to where pupils have gone and why they have withdrawn. Each school is held directly responsible for accounting in September for every pupil on the roll in June. The clerk is able, therefore, to mark the census cards of all withdrawn pupils correctly and to place cards of transferred pupils where they are available for clerks of other schools. In case a school is unable to locate a pupil or to account for his removal, a report is made to the attendance department, whereupon the attendance workers become responsible for this case. There are two advantages in the use of the school clerk's and the principal's office record cards for this work. The school clerk is, of course, responsible for keeping the school office file up-to-date as well as her file of permanent census cards. In this way there is no division of responsibility as is the case where teachers make out duplicate enrollment slips which are checked by clerks in the attendance department. There is also a decided saving of effort since there is no duplication of cards. In order that the school-office file need not be disorganized, metal lock boxes are provided so that the clerk removes only the cards she is to use and returns them at once as soon as she returns to duty at the school.

How Transfers are Handled

Beginning the second Monday in the school term, admission, transfer, and withdrawal slips are made

out for all pupils entering or leaving the school. These slips are made in duplicate, one going with the child and the other retained in the office, from which a complete summary sheet is made out each week. This summary sheet is mailed to the attendance department together with a completely filled census-information blank for every child new to the system. The duplicate slip sent with the transferred pupil is O.K'd by the receiving principal, and then forwarded to the attendance office where it is checked with the weekly summary sheet. Clerks in the attendance office make the necessary changes in the census files by means of the weekly summary sheet. They also make out and file in the proper place a permanent census card for each child new to the system. Pupils who apply for working certificates are kept on the elementary- or high-school roll until the certificate is granted after which a transfer slip to the continuation school is made out. Since no child is dropped from the roll, entered, or transferred except through the school offices, this system keeps the census files up-to-date throughout the year.

While this system keeps an excellent check upon pupils who once enter the system, it does not take into account children of school age who come into the city but do not enroll in the schools. Three factors are at work, however, which in part help remedy this situation: First, the pupils in the schools, while not definitely organized as in some cities, are encouraged to report all new families moving into the district. The school nurse, who spends approximately half her time in home visitation, is on the alert for families where children seem not to have entered. The attendance officers are actively engaged in checking suspicious cases reported by neighbors, welfare organizations, and others.

In spite of all these factors working together, errors and inaccuracies creep in. In order that they may be kept to an absolute minimum, an annual check-up is made. To do this, advantage has been taken of the Ohio law which requires an annual enumeration of school children. Instead of making the enumeration in a haphazard and perfunctory manner, as is done in many places, a very careful organization of the school force is made to give at once an accurate and complete census in the shortest possible space of time.

The Annual Enumeration

The assistant superintendent in charge of attendance heads the organization. He appoints chairmen of boundary committees, works out general directions for the elementary-school principals, provides suitable forms, secures necessary cooperation of high schools, private and parochial schools, provides extra help, and takes care of emergency situations.

Following an organization meeting of principals, the boundary committees meet. The areas represented by the members of these committees include the entire city school district. While due to local conditions there may be some overlapping of districts so far as school attendance is concerned, for the purpose of the census there is definite agreement as to exact boundaries.

After the boundary committees have met, and approximately two weeks before the date set for the census, supplies are received by the schools, elementary, high, trade, continuation, private, and parochial. These consist of what for the purpose

of distinguishing them from the permanent census card will be designated as census slips. These census slips are blanks which when properly filled out serve the double purpose of complying with the legal requirements of the state and of furnishing information for checking the census files. These slips come in four colors: white, for all pupils enrolled in the public schools; green, for all private and parochial schools; yellow, for all handicapped children regardless of where enrolled; and salmon, to be used in the canvass for all children between five and eighteen years of age for whom the canvasser has no white slip.

The white, green, and yellow slips are made out in the various schools. Slips from the high, private, and parochial schools and those for pupils who for any reason are attending school in other than their regular school districts are sent to the central office where they are sorted and distributed to the elementary school in whose district pupils represented by them reside.

In the elementary schools, the principals have divided their districts into census territories, equalizing insofar as possible the areas, number of pupils, and amount of walking necessary, so that teachers will have about the same amount of work. The boundaries of these census territories are definitely marked and checked against a map of the district. The white slips turned in by the teachers are checked by the clerk against the room enrollments, and these with the slips received from the central office from high, private, and parochial schools for pupils living within the elementary district are arranged by streets and census territories. Provision is now made to supply each teacher with a pad to which are clipped the white, green, and yellow slips for all pupils whose addresses are in her census territory, a number of salmon slips, a few yellow slips, and a "No Interview" report blank. The principal calls a meeting in which the plan is explained, districts are assigned, and a sheet of definite directions is given out.

The Actual Canvass

On the day set for the canvass, school is in session for three quarters of the day. In the middle of the afternoon session pupils are dismissed and the teachers begin the canvass.

Before making her first call the teacher arranges the slips in the order in which she will come to the addresses. At each home she verifies the information as given on the card, inquires concerning children five or more years of age and concerning young people near the upper limit of the compulsory school age. She makes out a salmon slip for every child between the ages of five and eighteen for whom she has no white slip, regardless of whether or not the parents claim the child is enrolled in school. This is no reflection upon the veracity of the parents, since the inference is that an error has been made in the schools. It does, however, eliminate one weakness of the ordinary type of enumeration. Calls are made at every address regardless of whether or not the canvasser has slips for the address. In case no interview is obtained, this fact is noted on the "No Interview" report. In most districts teachers work in pairs and pupils are happy to act as guides and interpreters. Where the work is well organized, most teachers complete their canvass but little later in the day than an ordinary day's schoolwork.

The pads are turned back to the school office where the slips are arranged alphabetically by color, and the first check for duplication is made. "No Interview" reports are examined and plans made for call-backs the next day. If after a third call no interview is secured, the address is turned over to an attendance worker.

The slips are then sent to the attendance department where a rapid check is made of the salmon slips for duplications and the removal of cards for all five- and six-year-olds. The remaining salmon slips represent pupils who in all probability should be in school but who are not. An intensive campaign is at once begun by the attendance workers to check on these cases. Having the problem so definitely before them the workers are able in most cases to account for all the delinquents before the

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| Annual School Enumeration of All Persons 5 to 18 Years of Age | | | | Census Canvass Card | |
|--|--------------|--------------|---------------|--|-------|
| Use a separate slip for each name. | | | | AKRON PUBLIC SCHOOLS Thomas W. Goring, Superintendent | |
| Full Name | Home Address | Day or Night | Date of Birth | Age | Grade |
| | | | | | |
| Address | | | | Parent's Name | |
| If this child has one of the following defects, please check (✓) in the proper square: Is special instruction provided? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | To be answered by High and Private School students. | |
| <input type="checkbox"/> Crippled <input type="checkbox"/> Partially Deaf <input type="checkbox"/> Totally Deaf | | | | State below the public elementary school district in which you live. | |
| <input type="checkbox"/> Partially Blind <input type="checkbox"/> Totally Blind | | | | | |
| <input type="checkbox"/> Feeble-minded <input type="checkbox"/> Epileptic | | | | | |
| EARTH SYSTEM | | | | | |
| White...Public School...Ages 5-18 Green...Private Schools...Ages 5-18 | | | | | |
| Salmon...Home Canvass...Ages 5-18 Yellow...Handicapped...Ages 1-21 | | | | | |
| Elementary school district | | | | | |

FIG. 1. CANVASSER'S CENSUS CARD, AKRON, OHIO

CUTTING DOWN on Zero

Martha P. McMillin, San Bernardino, California

It is safe to assume that every high-school principal in the United States will be asked by the board of education to cut his school costs during the coming year. His answer will probably be, "But we've cut down to the bone now. You can't go lower than zero." In making this statement, he will be entirely sincere. But if he ponders the situation, he will realize that despite the drastic economies of the past three years, there are still some small leakages which in the aggregate amount to a considerable sum.

The San Bernardino High School is a case in point. During the boom period this high school was an exception in that it was forced by limitation of tax funds to operate below the cost figure of all other high schools of California of similar enrollment. The teachers' salaries were \$400 below the state average. All operating expenses had to be kept at a minimum because the state law does not permit local districts to receive the taxes on corporation properties located there. These taxes all accrue to the state treasury. Unfortunately, about 33 per cent of the taxable real property in the city belongs to the railroads, utilities, and other corporations, and therefore pays no taxes for local government.

As a consequence of this situation, during the period of greatest boom, this town of 35,000 people, most of them railroad employees either directly or indirectly, was forced to provide education for its children without one cent of revenue from the town's biggest taxpayer, the corporations. Naturally the problem of financing the schools was a serious one. The local taxes were considered inadequate for modern education; yet the children were educated despite this handicap.

Then, when the bubble burst and the financial world seemed to topple right over the heads of unprepared, mortgage-ridden, overtaxed citizens, the hue and cry of the taxpayers arose, "Cut school costs. Most of our taxes goes for schools." And the schoolmen answered, "We've always had to run our schools on a minimum budget, far below the average for the state for this sized town. We can't cut any further."

Cutting the Smallest Classes

Yet the school budget was cut, and drastically. This is how it was done; first, in regard to teachers. For three years, the teachers had not been given the regular \$50 annual increase in salary. During the past year it was even necessary to cut salaries 5 per cent, which cut will be effective for the year 1933-34. In addition to this economy, four teachers have been dropped from the faculty; and this, despite the fact that there has been a 30-per-cent increase in enrollment.

Of course, certain sacrifices to the welfare of the students had to be made. Among these was the abolition of all classes of fewer than thirty students, with the usual exceptions made for such subjects as cooking, auto shop, typing, where equipment limits the class enrollment. Under this arrangement, it was necessary to do away with advanced classes in Latin, German, and French. The department of aviation was abolished altogether. Some classes in vocal and instrumental music were eliminated, as were special classes in dietetics, home management, interior decoration, and the like. This elimination of small classes represents a considerable saving in operating costs.

In effecting this plan, the superintendent adhered to his rigid policy of keeping capable teachers and discharging only the poor and mediocre. Several excellent teachers, who were not entirely dependent upon their teaching salary for support, were put on a part-time

teaching basis. As soon as conditions warrant, they will be reinstated full time. As Superintendent L. E. Adams explained, "This method is superior to that which cuts down the faculty by eliminating teachers wholesale. In the first place, any teacher prefers half time to no work at all. And second, it spreads the burden over a larger group, who will at least be making a living wage. Furthermore, this plan is a distinct advantage to the school system, in that we shall have at hand and subject to immediate call a fine, trained corps of teachers to take up their positions without any loss of efficiency as soon as conditions permit the resumption of our regular program."

Enlarging Classes

The second point of attack in the economy program, was the substitution in some classes of instruction, methods which make possible the handling of larger classes and the commensurate decrease in teacher costs. In such subjects as history, English, commercial geography, and similar courses, additional chairs or desks were added to the classrooms so that now as many as a hundred students may be accommodated in one class. The teachers of mathematics, with students as clerical assistants, are able to teach twice as many pupils as was formerly the case. Also, this is true in the history department.

This plan unquestionably provides less attention to the needs of the individual child. Yet facts can be taught and drill work can be conducted as effectively in larger classes as in the smaller. In fact, tests tend to prove that mathematics students trained in a large group are just as efficient as those of a small group, all other things being equal.

The science classes presented a real problem, as in an eight-period teaching day only four or five classes are usually assigned to science teachers. This, of course, is an obvious waste, and especially so when coupled with the fact that laboratory classes are necessarily small. To obviate this difficulty, all sciences other than those stipulated as "laboratory science" required for college entrance, are being taught by the lecture method.

Because of the stringent rulings of California universities, physics and chemistry are still conducted as double-period laboratory subjects. However, the program has been arranged where possible so that the laboratory periods dovetail, thus eliminating the alternate "free period," so wasteful under the old system. Under this system, a teacher may have six or seven science classes a day. As for the other sciences—biology, agriculture, botany, and horticulture—these are given as lecture and recitation subjects, with occasional field trips and with numerous demonstrations by the teacher or the more competent students of the class.

This plan necessarily does away with the advantages offered the student who individually learns to manipulate the laboratory equipment. Yet for the average student, this is not a great loss. And as for that rare boy or girl who is interested in science as such, he can get this experience after he goes to college. No one denies that the laboratory method is the ideal; but in times of stress, many long-established ideals must be thrown to the winds temporarily, to be picked up again later as conditions improve.

English Classes Reorganized

In the English classes it has been necessary to change the entire organization of the curriculum. Heretofore, English composition and literature had been incorporated into the same semester's work, alternating by days or weeks.

Now, the entire semester is given over to the teaching of only literature, or only composition. It has been found practicable to organize the work thus: 10B, composition; 10A, literature; 11B, literature; 11A, composition; 12B, literature; 12A, a course preparing for the college English entrance examination. This plan cuts down the number of classes, as they need not be taken sequentially, and therefore cuts down teacher expense. Incidentally, the English teachers themselves are the heartiest indorsers of the new plan.

The chief advantage that has come from this reorganization of the English curriculum, is the opportunity it gives to vary the size of the classes. The composition classes are limited to 35. The literature classes, on the other hand, have no limit placed upon them, except the size of the room. In fact, two rooms were thrown together, and now one teacher handles a group as large as that formerly handled by two teachers.

In literature, the teaching of reading, literary appreciation and history, a large class has a real advantage over the smaller one, as there can then be a greater exchange of personal opinion, and the corresponding broadening of the pupil's horizon. Furthermore, the new plan allows for more intensive work in the pupil's weakness, whether it be in composition or literature, as he can elect those subjects that suit his own personal needs.

It will be noted that the composition classes are kept relatively small, as here the work is largely individual. However, with the new type of English workbooks instead of the old-fashioned textbooks, the mechanics of English can by constant drill be almost self-taught. Also, the brighter students may be enlisted to help check papers in the objective lessons. For the creative composition assignments, some of the instructors hire readers from among the part-time teachers.

The small class was indispensable under the old methods of English instruction; but now emphasis is placed on oral composition and free reading. Surely these activities are easily handled in the large class, and without any more effort on the part of the teacher.

This same plan is being tried out in the department of social sciences. The old recitation method is being largely abandoned, the emphasis being placed not upon the memorization of facts, but rather upon wide reading, a wealth of varied viewpoints and ideas, and the forming of social judgments. Necessarily some very fine methods, such as socialized recitations and laboratory procedures, must be sacrificed. But the exigencies of the times demand the working out of new methods without any loss of effectiveness. Each individual school must work out its own plans for its own particular problems. Within any faculty may be found an earnestness, a capability, and a sincere desire to help, which will aid the school executives in formulating new and effective procedures.

Protecting the Teachers

It has been the constant aim of the administration not to work too great a hardship upon the individual teacher. Since class size has been increased, the period hours taught have been cut down accordingly. For instance, the English teachers have only five classes and a small study hall. Most of the other teachers are limited to six classes. None has more than seven teaching periods, and then only in the shop departments.

Furthermore, the outside activities sponsored by the teachers have been cut to a minimum. And, as every experienced teacher knows, "It isn't classwork that kills teachers, but the additional load of extracurricular activities that they are forced to carry." The homeroom plan, now considered indispensable, is being retained. But the club program has been eliminated, and fre-

quent departmental meetings, student chaperonage, and student affairs sponsorship have been drastically curtailed. Faculty meetings are limited to two a month; faculty committees have been greatly reduced. Similarly, the annual high-school exhibit has been eliminated, and the student social functions on the campus are restricted to two a year, thus reducing the necessity for frequent faculty chaperonage or supervision.

The greatest difficulty in thus rearranging the school program has been to provide an equal load for all teachers. Usually, the academic teachers, those who teach English, algebra, history, and the like, are required to carry a load of three or four hundred students, while the home-arts and shop teachers have a daily load of eighty to a hundred students, the number limited by the equipment.

This unfairness has been minimized in the following way: The academic teachers are given only three abnormally large classes, the others being of average size. Also, these teachers are limited to five or six classes. The shop teachers, on the other hand, are given more class periods of work, to make up for their small enrollment. This plan, otherwise, would be entirely unfair, causing the breakdown of some teachers, while others would be enjoying a predepression program.

Budgeting Supplies

Another economy measure has been the matter of budgeting the supplies for the various departments. Each teacher naturally is interested in getting all the equipment and supplies necessary for running the department at the highest level of efficiency. Yet it is reasonable to suppose that every high-school department, without exception, could be very efficiently managed with much less expenditure than is now the case. Fewer test tubes perhaps, less sheet music in the voice classes, more careful attention to the matter of using both sides of the paper in the English classes—these are only small items which in the aggregate make up a big slice of the budget.

This spring the superintendent addressed to the teachers a bulletin reading somewhat as follows: "It is encouraging to know that there is now in the school fund, sufficient money to pay the teachers up to and including the July salary. However, if salaries are to be paid, it will be necessary to deny all further budgetary allowances for the remainder of the school year. Each teacher is asked to arrange her schedule of classroom procedure, so as to carry on the work efficiently without any further expenditure for supplies."

If it were not such a serious matter, it would have been humorous to note the teachers' reaction to this communication. To them it meant the realization that either supplies or salaries must be cut. Needless to add, no further word from the superintendent was necessary. And it is doubtless true that the teaching was just as effective as if the teachers had been allowed to order all the supplies that two years ago they would have considered absolutely essential.

The latest economy enforced has been the establishment of a new basis for graduation from high school. The high cost of secondary education is due in large measure to the high percentage of student failures. Thus some pupils take four, five, or even six years to complete the three-year senior high school. Such students are costing the taxpayers up to a hundred per cent more for their high-school diploma than the earnest students who graduate in the allotted three years' time.

Eliminating the Loafers

Beginning with next year, two types of students will leave school as members of the senior class. Those who have the required number of

credits and have completed other requirements for graduation, will be given a high-school diploma at the regular commencement exercises. Those who have attended high school for three years, but who because of laziness, lack of application, or any other inexcusable reason, will be given a "certificate of completion." This certificate will preclude their going on to high school as "repeaters," but they may enroll in a junior college as special students if they so desire.

This system has been tried out successfully in other California cities and is undoubtedly a big economy. A high school of eighteen hundred usually has from one to two hundred students who are lazy, shiftless "time-markers." This plan will eliminate this group of repeaters, because they will soon realize that mere attendance at school does not mean getting an education. At the same time, it will raise the general scholastic standards of the school.

A Friendly Letter to Mrs. Superintendent

Mrs. Knuth O. Broady

Dear Superintendent's Wife:

Have you, as the partner of the superintendent of schools in your town, ever realized your responsibility and pleasure in assisting your husband to acquire leadership in his position? I know that you are interested, vitally, in the welfare of your husband. That is why I am taking this opportunity to enlist your coöperation in the effort to secure stability and happiness for him in the educational field.

I realize you have done all that is possible to provide happy home conditions, that you have been "a good sport" in this matter of reduced income, that you have been of good cheer. However, may I tell you of some other ways in which you may really help your superintendent-husband through this trying situation which almost all of us are facing?

First of all, believe in him, for even though he may have had drastic salary cuts, that does not mean that he is incompetent or unappreciated. Remember that many other professional men, doctors, dentists, lawyers, have had their incomes reduced by 25 to 50 per cent, and even more in some cases. Men in business, too, have taken reduction after reduction in salary. We cannot deny that the cost of living has been lowered considerably. Perhaps your community simply cannot raise more money. To men who have not been able to get any ready cash for their own families, the superintendent's salary looks very large indeed.

"But," you may ask, "beyond this, what can I do?" If you are not too encumbered with home duties, make yourself indispensable to the townspeople. Are you interested in a better library, or in the organization of a library? If so, serve enthusiastically on the library board or in the initiation of a library movement and you will be repaid many times over. Perhaps you were interested in literature while in college and because of your privilege there to further your study in that field you may bring richness to the women's club meetings in the form of book reviews of biography, fiction, poetry, or history. If you have dramatic talent you can surely help in the production of plays, pageants, and dramatics in church, women's clubs or amateur theatricals. You know, there is now a turning to amusements that are the products of our own creative efforts. Who would be better than the wife of the superintendent of schools to initiate such an activity program? Women with musical talent and ability are always sure of a cordial welcome, so those of you who can sing a glad song, play the piano or other musical instrument, are doubly blessed in possibil-

ities of making the family of the superintendent a real asset in the community. Many of us, though, are not gifted with special talents in any of the fields just mentioned. Well, in that case, the Girl Reserves are badly in need of an inspirational leader; and there is a group of high-school girls who are eager for someone to help them organize a Camp Fire group. By the way, the rich rewards that come from friendliness with young girls, helping them find "the good and the true" in life, sharing their play time—their dreams—is a compensation of the greatest magnitude. Only those who have shared in these rewards can realize their full meaning.

May I suggest, without offending, that plain old-fashioned friendliness, neighborliness if you please, has a most wholesome effect in helping the school patrons to accept you as one of their own. However, neighborliness may become a two-edged sword if it descends to the common "garden variety" that is known as *gossip*! By all means guard against joining parties, or cliques, in neighborhood or town squabbles. To have honest regard for the school patrons is the real foundation of neighborliness. People are much the same wherever you find them—some good, some bad, some dull, but all interesting. We often find that we may profit by and find pleasure in acquaintanceship with persons who wear the dowdiest clothes or use the poorest English.

While the development of purely friendly contacts in the town are valuable, an even greater contribution may be made by the superintendent's wife if she really knows what the school is doing or attempting to do under her husband's leadership. Make sure that you understand the philosophy underlying school policies, then tactfully interpret the school to the townspeople, helping them to see and to understand the objectives toward which the school is working. If such an interpretation can come about naturally, fairly, and honestly, it is of unlimited value to the cause of education. Who, better than you of all laywomen, can interpret the schools?

I realize, Mrs. superintendent's wife, that many of you are already actually partners in this important position that your husband holds. If this is true, won't you redouble your efforts in this time of crisis?

As a final thought, let us consider the possibility of your attendance at summer school, somewhere, along with your husband. If your children were in nursery school for several hours each day, perhaps you could enroll for a course

(Concluded on Page 54)

Trends in School Equipment

Felix Helmutb Ullrich, M. A., Brackenridge Senior High School, San Antonio, Texas

It is obvious that the impressive changes which have taken place in educational practices during the last quarter century have been accompanied by marked changes in school equipment. Standard equipment has been materially improved and much new equipment has become a standard part of the physical plant. Undoubtedly, some of the changes or additions of school equipment are a direct result of changes in administrative practices, curricula, and classroom procedures. For example, with increased emphasis on health and wise use of leisure there has been introduced new types of playground and gymnasium supplies and equipment. The introduction of the laboratory method at all levels of educational endeavor has likewise played a part in introducing equipment which would aid in making modern school practices approach maximum efficiency.

This study attempts to indicate the trends in school equipment as revealed by the advertisements appearing in the *AMERICAN SCHOOL BOARD JOURNAL*.

That modern equipment is an important part of the educational process was evidenced by a recent editorial.¹ It stated in part, "The new schoolhouse takes cognizance of the health of the pupil and money is well spent to see that uniform heat and ventilation are secured, that flooring is such that those using it will not tire too quickly, that lighting is of the type that will help the worker without ruining his vision, and that the seating arrangements are such that proper posture and ease are combined."

"The pot-bellied stove in the middle of the room, the hard bench and the lanternlike light all went out with birch switches and corporal punishment. Dark and dingy cloakrooms have been replaced with sanitary lockers for the pupils' coats and hats; well-worn and creaky wooden stairs have given way to substantial and easy tread steps or elevators, and the combination of all of these advantages sends the pupils and teachers home in the late afternoon as capable and as alert as when they arrived at the school in the morning."

"... the superintendent should remember that for every comfort that is provided, dividends will be paid in added teacher efficiency, in fewer pupil failures and in a healthier, happier school community."

The advertisements in the January, June, and December issues of the *AMERICAN SCHOOL BOARD JOURNAL* for 1904, 1913, 1922, and 1931, provided the data for this study. The supplies and equipment featured in each issue were listed and later classified under general headings as shown in Table I. No attempt was made to note the manufacturers who utilized the *JOURNAL*, for this study only attempts to reveal the trend in the types of school equipment as evidenced in the advertisements. It should be remembered that this study includes only those articles which were featured by the manufacturers and supply companies, and does not take into account the potential variety of supplies and equipment which the advertisers were or are in a position to supply. For example, many school-furniture companies featured only school desks but indicated that they carried a complete or almost complete line of school furniture. In such and similar cases only the school desks were tabulated.

In a few cases similar articles were grouped under one heading as follows: Desks and chairs were listed as seating furniture, and stage and scenery equipment or fixtures were tabulated as stage equipment. Reversible windows, awning-type windows, and window sashes were classified as windows, and steel furniture was included in furniture. It may be noted in Table I that lighting and ventilation are separate general headings, and that windows were listed under lighting although many of the advertisers stressed ventilation in the copy of the advertisement. In a similar way some advertisements featuring heating equipment also mentioned ventilation.

Table I shows that the total number of advertisements of architectural service for 1922 and 1931 was 162 and 144, respectively. Each of five issues of the *JOURNAL* carried the names of 54 school

architects—hence the large number. A double-page advertisement in the January, 1913, issue carried the names of 18 dealers in blackboards.

The nature of this study and the method of making it is obviously fraught with a number of limitations. In the first place, only three issues for each of the years were used to supply the data. If the advertisements from twelve issues had been tabulated, it may be that a somewhat greater variety of supplies and equipment would have been revealed. In the second place, the study includes the articles featured by only those advertisers who have either selected the *AMERICAN SCHOOL BOARD JOURNAL* as one of their advertising mediums, or who have been permitted to use that medium. A study of all school-supply catalogs and all advertising mediums would have added greater validity and reliability to the investigation. Such a study has been beyond the scope of this paper. Thirdly, a change in the advertising policy and the technique of advertising has also probably played a part in featuring school equipment. Finally, since 1904, new periodicals devoted to school administration have made their appearance. This may have caused a distribution of advertisements on the part of some advertisers.

On the other hand, this study is one method of attempting to determine the changes that have taken place in the types of equipment available to schools. The nature of the *JOURNAL* is such that the appeals are primarily made to school boards and school administrators who sanction the purchase of school equipment. Furthermore, the validity of the data is strengthened if one assumes that the school equipment which was standard in 1904 was not featured by the advertisers when it was obsolescent or obsolete.

Although a detailed study of the improvements made in equipment is not a part of this investigation, sufficient observation of that phase was made to justify the statement that manufacturers have seemingly spared no effort or expense in developing school equipment which would be in harmony with and helpful to modern educational practices. A similar view was expressed by F. H. Wiese² when he said, "... the greatest advance of the past fifteen years in the design of laboratory furniture has come from the initiative and foresight of manufac-

²Wiese, F. H., "The Service of the School-Equipment Specialist," *AMERICAN SCHOOL BOARD JOURNAL*, Vol. 78, No. 2, February, 1929, p. 122.

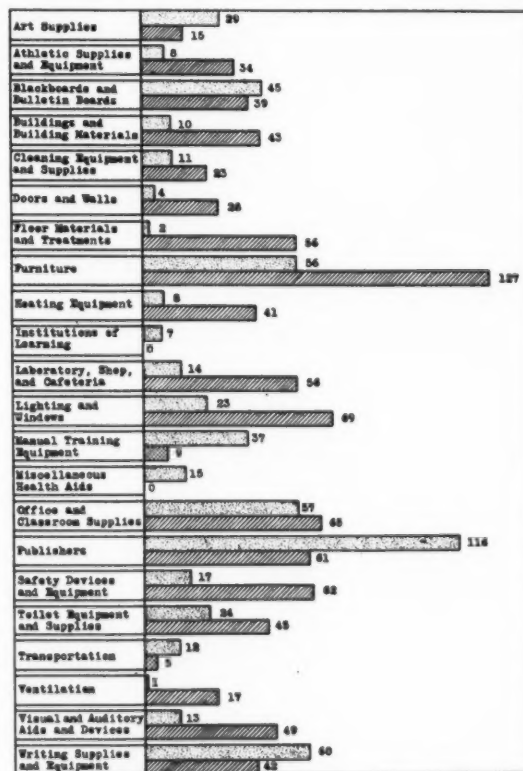


FIG. 1. NUMBER AND TYPES OF SCHOOL SUPPLIES AND EQUIPMENT FEATURED IN THE *AMERICAN SCHOOL BOARD JOURNAL* ADVERTISEMENTS IN 1904 AND 1913 AS COMPARED TO 1922 AND 1931

turers who have not hesitated to employ designers and to spend great sums of money in developing new types of furniture, new inventions, new products." Another trend which was equally noticeable was the prevalent use of adjectives stressing cleanliness, health, and durability. Advertisers are evidently cognizant of the effectiveness of such an appeal.

It is interesting to note from Table I that more than four times as many advertisements featuring athletic equipment were carried in the *JOURNAL* during the last half of this 28-year period as during the first half, and that none was featured in 1904. Portable school buildings first appeared in 1913 and are still being featured to the extent of three per issue. Cleaning equipment and doors and walls were featured mainly during the last half of the period.

Evidently considerable emphasis has been placed on floor treatments during the last decade, for only three advertisements featured floor treatments in 1922, while in 1931 the number had increased to 17. Floor machines showed a similar increase. The only equipment listed under furniture which shows a definite trend is seating furniture and wardrobes. The number of advertisements of seating furniture was 17 in 1904, 14 in 1913, 44 in 1922, and 41 in 1931. From this it appears that seating furniture has been featured by a comparatively large number of companies during the entire period and particularly since 1922. School desks and chairs are, of course, a major article of school equipment as evidenced by C. C. McNeill³ when he stated, "The school seating industry has passed through a dark and stormy period, sometimes discredited, always struggling upward toward decency and permanency until there is every reason for the optimist to believe that it has reached a degree of stability which entitles it to be classed as one of the great industries of America." In other words, the tabulated data seems to indicate that there is a large potential sale for seating furniture. This appears in accordance with a comment made by H. E. Bennett:⁴ "But of the early 'patent desks,' made of cast iron and slats and screwed to the floor, it has been estimated that 60 per cent of those in use 40 years ago are still in service." Another interesting statement by Bennett reveals that the improvement of school desks and chairs has had no parallel in nonschool seating equipment. He said, "Finally, if it is any satisfaction to educators, we may add that however bad seats may be in school, those outside are incomparably worse. Schools have little to learn from and much to teach to the world about the relation of seats to posture, health, and efficiency. From the overstuffed armchair to the Pullman seat, from the library chairs to bleachers, nearly everything made to sit on violates nearly every rational principle of sitting."

No cafeteria equipment was advertised during 1904 or 1913. Laboratory equipment was stressed during the last half of the period and the same was true of lighting equipment. Beginning in 1922 much emphasis has been placed on heating and ventilating equipment.

One of the evident trends revealed by this study is shown by the equipment listed as visual and auditory aids and devices. The types of equipment classified under this heading may be noted directly from the table. That such devices are coming into common use is indicated in part by the following citations: C. E. Blom⁵ said that "within the past year an increasing amount of interest has been shown on the part of educators in the use of radio and allied services as aids to instruction." L. R. Winchell⁶ stated that "the progressive educator knows that the educational talking picture is just around the corner and has gone after it." The intercommunicating telephone is also becoming common, for in a study by C. W. Scott⁷ it was shown that "an ex-

³McNeill, C. C., "The Development of Modern Seating," *School Executives Magazine*, September, 1929, p. 54.

⁴Bennett, H. E., "Forty Years of School Seating," *AMERICAN SCHOOL BOARD JOURNAL*, Vol. 82, No. 3, March, 1931, p. 59.

⁵Blom, C. E., "Radio and Electric Power Supply Equipment for Schools," *Teachers College Contributions to Education*, No. 400, 1930.

⁶Winchell, L. R., "What the Motion Picture has Accomplished for the Schools," *School Executives Magazine*, February, 1932, p. 248.

⁷Scott, C. W., "Effective Telephone Equipment for Public Schools," *School Executives Magazine*, January, 1932, p. 220.

¹Editorial, "Building Schools for Comfort and Health," *Nations Schools*, April, 1930, p. 79.

amination of architectural specifications for eighteen school buildings constructed during the past ten years showed that telephone equipment is now deemed almost equally as necessary as the electric clock and program system, fire alarm system, or any other used service system. All but one of the eighteen sets of specifications examined called for public telephone equipment and slightly more than two thirds provided for intercommunicating, or interior, telephone systems."

In 1931, advertisers more than doubled the number of advertisements featuring acoustical materials. This seems justifiable, for R. J. Rountree³ recently declared, "Without doubt, quieting material installed in rooms where this modern educational process is in operation is essential equipment. The school thus prepared is fitted to function as a genuine educational institution."

Safety devices have been more extensively advertised during the last half of the period. This is particularly true of fire escapes, locks, lockers, dry-air dryers, flush valves, and panic and exit locks. All articles classified as miscellaneous health aids were advertised only during 1904. That catarrh tablets, Grape-Nuts, Postum, health beers, etc., are no longer featured appears obvious.

Some of the articles advertised only during 1904 or 1913 are as follows:

| | |
|-------------------------------|-------------------------|
| All miscellaneous health aids | Library supplies |
| All institutions of learning | Manual-training tools |
| Anatomical plates | Merit badges |
| Atlases | Penholders |
| Caps and gowns | Plaster casts |
| Class pins | Railways |
| Diplomas | School wagons |
| First-mortgage bonds | Steamer excursions |
| Investments | Sewage-disposal systems |

Some of the articles that have been featured only during 1922 or 1931 are listed below:

| | |
|----------------------|--------------------------|
| Acoustical materials | Folding partitions |
| Air filters | Glass ventilators |
| Banking machines | Grandstands |
| Boilers | Heating units |
| Building materials | Hoists |
| Bulletin boards | Lighting units |
| Bus bodies | Linoleum |
| Cafeteria equipment | Power lawn mowers |
| Cameras | Program bells |
| Centralized radio | Public-address systems |
| Chlorinators | Refrigerators |
| Classroom films | School busses |
| Dictionary stands | Sewing machines |
| Doors | Score boards |
| Door checks | Showers |
| Drain pipes | Smoke screens |
| Locks | Sound motion pictures |
| Panic exit locks | Spray painting equipment |
| Dry-air dryers | Steel partitions |
| Eraser cleaners | Thermostats |
| Fences | Toilet seats |
| Fire-alarm equipment | Ventilating systems |
| Flag poles | Visual aids |
| Flooring | Wardrobes |
| Floor treatments | Window guards |
| Flush valves | |

Figure 1 compares the totals of the articles listed under the general headings during the first half of the period with the last half. The totals for the unclassified articles have been omitted. It may be noted that only 8 advertisements featured athletic equipment during 1904 and 1913, while in 1922 and 1931 the number had increased to 34. Buildings and building materials increased from 10 to 43, and the number of cleaning-equipment advertisements was more than double during the latter period. The same was true of school furniture. Doors and walls increased from 4 to 28 and floor materials and treatments from 2 to 56. Heating and ventilating equipment increased from 8 to 41 and 1 to 17, respectively. Visual and auditory aids revealed an increase from 13 to 49, and safety devices increased from 17 to 62. Other comparisons may be made directly from Table I and Figure 1.

TABLE I. VARIETY AND NUMBER OF SCHOOL SUPPLIES AND EQUIPMENT FEATURED IN AMERICAN SCHOOL BOARD JOURNAL ADVERTISEMENTS

| ART SUPPLIES | 1904 | 1913 | 1922 | 1931 |
|---------------------------------|------|------|------|------|
| | 1904 | 1913 | 1922 | 1931 |
| Color crayons | 1 | 2 | 5 | 2 |
| Modeling and carving tools | 2 | | | |
| Modeling clay | | | 3 | |
| Paste | | 3 | 2 | |
| Pictures and statues | | 1 | | |
| Plaster casts | 3 | | | |
| Raffia | 2 | | | |
| Venetian iron work | 1 | | | |
| Water colors | 6 | 8 | 2 | 1 |
| ATHLETIC EQUIPMENT AND SUPPLIES | 1904 | 1913 | 1922 | 1931 |
| | 1904 | 1913 | 1922 | 1931 |
| Grandstands | | | 1 | 5 |
| Gymnasium equipment | | 1 | 4 | 1 |
| Playground equipment | | 7 | 6 | 3 |
| Scales | | | 2 | 2 |
| Showers and shower compartments | | | 6 | 2 |
| Score boards | | | | 2 |
| BLACKBOARDS AND BULLETIN BOARDS | 1904 | 1913 | 1922 | 1931 |
| | 1904 | 1913 | 1922 | 1931 |
| Blackboards | 11 | 31 | 13 | 11 |
| Blackboard erasers | | 1 | 3 | 1 |
| Blackboard liners | 2 | | 1 | |
| Blackboard troughs | | | 1 | |
| Bulletin boards | | | 5 | 4 |

³Rountree, R. J. "Analyzing the Uses of Quieting Materials in Schools," *Nation's Schools*, January, 1932, p. 60.

BUILDINGS AND BUILDING MATERIALS

| Deafening quilts | 2 | 2 | 1 | |
|---|---|----|----|---|
| Facing materials | | 2 | | |
| Portable school buildings | 6 | 16 | 9 | |
| Stair treads | | 2 | 1 | |
| Steel casements | | 3 | 1 | |
| Stone, slate, brick, granite | | 3 | 1 | |
| Steel | | 3 | 1 | |
| CLEANING EQUIPMENT AND SUPPLIES | | | | |
| Chlorinators | | 1 | 3 | |
| Cleaning supplies | | 2 | | |
| Disinfectants | 1 | 1 | | |
| Eraser cleaners | | 4 | | |
| Floor brushes | 3 | 1 | | |
| Room fumigators | | 3 | | |
| Soap dispensers | | 1 | 2 | 2 |
| Sweeping compounds | | 1 | | |
| Vacuum cleaners | | 3 | 3 | |
| Waste receptacles | | | 3 | |
| DOORS AND WALLS | | | | |
| Doors | | 3 | | |
| Door checks | 3 | 3 | | |
| Folding partitions | | 2 | 6 | |
| Hinges | | 1 | | |
| Steel partitions | | 4 | 3 | |
| Wall finish or treatment | | 1 | 5 | 1 |
| FLOOR MATERIALS, TREATMENT, AND EQUIPMENT | | | | |
| Flooring | | 8 | 7 | |
| Floor cleaner | | | 3 | |
| Floor paint | | | 1 | |
| Floor polishes or treatments | | 3 | 17 | |
| Floor machines | 2 | | 10 | |
| Linoleum | | | 4 | |
| Wood renovators | | 3 | | |

FURNITURE

| Bookcases and stacks | | 1 | 2 | |
|-------------------------------------|----|----|----|----|
| Cabinets | 1 | | 1 | 1 |
| Drawing tables | 3 | 3 | 3 | |
| Furniture | 8 | 8 | 7 | 3 |
| Seating furniture | 17 | 14 | 44 | 41 |
| Tables | | 1 | 3 | 2 |
| Wardrobes | | | 1 | 9 |
| HEATING EQUIPMENT | | | | |
| Boilers | | | 3 | 4 |
| Heaters | 1 | | 5 | |
| Heating equipment and units | | | 2 | 7 |
| Heating systems | 1 | 4 | 10 | |
| Radiators | | | 1 | 1 |
| Temperature regulation systems | | 2 | 3 | 3 |
| Thermometers | | | 1 | |
| Thermostats | | | | 1 |
| INSTITUTIONS OF LEARNING | | | | |
| Cornell University (Summer session) | 1 | | | |
| Business College (For sale) | 1 | | | |
| Business Institute | 3 | | | |
| Martha's Summer Institute | 1 | | | |
| Medical College | 1 | | | |
| LABORATORY, SHOP, AND CAFETERIA | | | | |
| Cafeteria equipment | | | 6 | 3 |
| Compound microscopes | 1 | 2 | 3 | |
| Domestic-science equipment | 1 | 2 | 2 | |
| Gas cooking equipment | 1 | | 2 | |
| Laboratory furniture | | 4 | 10 | 10 |
| Laboratory supplies and equipment | 2 | 4 | 5 | 2 |
| Science supplies | 1 | | 4 | 2 |
| Sewing machines | | | 1 | 2 |

(Continued on Page 59)

This UPSET Year

Emily Guiwits, Lincoln, Neb.

"Let's take that corner table," suggested Secretary Brown. "Looks like a breeze there. Tell me, White, did you ever see such a year in your life?"

"No, never," answered Secretary White of Dashville. "What the crop failure will do to business—reflecting, of course on the schools—is hard to estimate."

"I've noticed one effect in Dotville," said Secretary Brown. "When we held our election in March and cut salaries 20 per cent, we got sour looks from the teachers, and a few patrons said we had gone too far. Now they think we should have cut 5 per cent more."

"Some of our teachers thought that we cut from sheer vindictiveness," returned Secretary White. "Yet every one of us hated like sin to lower salaries, those in grades especially. Look through our staff. Two grade teachers support their mothers, none too easy with the usual salaries. What they'll do next year I don't know. But what will hundreds of others do with no salaries at all?"

"Too many teachers see only one side of the question," said Secretary Brown. "Yet the fact is that they're lucky when the school board plays safe. Our Superintendent, Jim Smith, sees the point. He was talking with Wilson of our board shortly after the cuts were announced. 'Going to be hard on the girls who have outside obligations,' he said. Wilson told him: 'Yes, but no harder than on the rest of us. Look at my stock of merchandise—I haven't broken even in two years. There my stuff lies, getting shop-worn; no one has the money to carry it away. I can show you six merchants in the same fix.' Then he added, 'we're promising to pay salaries that we have the money in sight for. We don't want to be a little Chicago.'"

"Jim Smith would see the point," agreed Secretary White. "And he'd remind the teachers that salaries are not the only items of expense. There are repairs, and supplies, and heat and light, and janitor service. Teachers take these things for granted, never thinking that they all cost money."

"The coming year is going to separate the sheep from the goats," he continued. "How teachers react to the cuts in salary is the test. Already we've had one characteristic reaction. Our Dick Smith is showing up true to type. He'll have to teach two more classes next year: He's told the Boy Scouts that they can't expect him to give them his time when he's underpaid for his schoolwork. He's planning to drop the band, but we won't stand for that. The thing he doesn't know is that these special activities got him reelected. I almost wish now that we'd hired a new superintendent."

"His brother Jim as usual is taking the opposite view," said Secretary Brown. "My son Tom is a friend of the science man, Currell. He reported that Jim got the men teachers together and told them that an emergency exists; that they don't have to go to France, but they must fight a battle for school efficiency right at home. He said they owe it to themselves to keep their work up to the mark and to show their caliber by taking on something extra. Every man but one volunteered for

this or that activity. We think the one man has his eye cocked for a new job."

"The plain fact is that we've been pampering our teachers," declared Secretary White. "How they'd love me if they heard me say this. But we've cut down teaching periods and added rest periods until a teacher with five classes a day felt abused. Now salaries are cut and work added, yet they're only too anxious for the jobs."

"There's nothing so sensitive to prosperity as teachers' salaries," remarked Secretary Brown. "When people have money once more the schools will be the first to feel the difference."

"You're dead right again," Secretary White agreed. "One thing I'm glad for is the fact that extracurricular activities are pushed back where they belong—as incidentals. They had almost run out the regular work—the tail wagged the dog. Now a teacher is hired for the required subjects and is given her hobby in addition. These so-called specialists with little else to offer are the hardest hit. I hate to see music wiped off the map, because music training might be termed permanent improvements; it will stay with the youngsters through life. And I'm astonished to see commercial work and home economics cut out in so many schools. Usually the training that can be sold as a means of livelihood is retained."

"It's depressing to think of the army of beginners doomed to see the procession pass by without them," observed Secretary Brown. "Especially those who have been self-supporting; brave, splendid young men and women who have been so sure that if they just got a degree, all would be well. If they had one subject that they could offer to the business world! But what can a girl do who has French and social sciences, with hours enough in one other branch to get by with! What can she do but teach? And where's her job this year? There are more than enough experienced teachers to fill the vacancies."

"The young men, too," added Secretary White. "The whole situation is pathetic. Too often college training has meant sacrifice for the parents. Now they find John and Sally back home with college diplomas—and no jobs. Who blames them for wondering where the trouble lies? No one denies that there's trouble somewhere."

"I'd like to see high-school graduates kept at home until the urge for college is so strong that they'll get jobs to help pay expenses, no matter what the family resources are," mused Secretary Brown. "By that time each would select his courses more wisely. Many would have become interested in something else—and that wouldn't be the worst thing, either."

"If you value your head don't let the college people, hear you!" cautioned Secretary White. "It's a queer period in a queer world," he continued. "This undercurrent of selfishness and self-centeredness is the real enemy. But cheer up, Brown! We're doing the best we can. Show me anyone who can do more!"

CHECK LIST for Determining Possible Economies in the Operation of the School Plant

H. H. Linn, Ph.D., Assistant Superintendent of Schools, Muskegon, Michigan

A check list, the first part of which was printed in the JOURNAL for July, has been developed as an aid to those who desire to scrutinize the activities of other local school systems for the purpose of finding a possible solution for financial waste. The questions in the list have been so worded that an affirmative (Yes) answer indicates a desirable practice. If a question is answered "No," an investigation is necessary to determine whether or not future economy or efficiency may be attained through the modification of the practice. Questions which do not apply to a particular school system may be marked "X" to indicate this fact.

OPERATION OF THE SCHOOL PLANT

Personnel of Operating Force

- 1.. Are members of the janitorial staff appointed on the basis of fitness for the respective positions, instead of being appointed because of political pressure, or personal friendship?
- 2.. Are only healthy, mentally alert, and physically able-bodied individuals employed for janitorial services?
- 3.. Is the selection of new employees limited to those who can be expected to give a relatively long period of useful service to the schools; that is, is the selection of new employees limited to individuals not over the age of 45?
- 4.. Are candidates for positions given a "tryout" period of from six months to a year before being appointed as regular employees?
- 5.. Are candidates dropped from service when there is evidence that in all probability they will not develop into the type of employee desired for the schools?
- 6.. Are inefficient or undesirable regular employees dismissed when they consistently fail to perform their duties satisfactorily and there is no promise of improvement?
- 7.. Do the members of the janitorial staff receive any special training while in service?
- 8.. Have definite rules and regulations been established for the guidance of the janitorial-staff members?
- 9.. Have definite time and duty schedules been outlined to guide employees in performing their duties?
- 10.. Have standards been set up to determine the amount and quality of work to be performed by employees?
- 11.. Is the operating staff organized and distributed as effectively as possible, and is there a consolidation of services whenever practicable?
- 12.. Are as few individuals employed as are needed to operate and maintain the school plant effectively?
- 13.. Are salaries of the operating staff in line with the worth of their services?
- 14.. Is some of the janitorial work done at night to achieve greater economy or efficiency?
- 15.. Has the possibility been considered of staggering work schedules so that greater efficiency and economy may be achieved?
- 16.. Is it a practice to employ women for certain types of work, when this can be done efficiently and economically?
- 17.. Is part-time help employed when full-time services are not needed?
- 18.. Is the summer-work schedule arranged to keep employees engaged in useful and worth-while activities with a high degree of efficiency?
- 19.. Are any members of the operating staff laid off during the summer months, if their services are not required?
- 20.. Are custodians and engineers instructed in the making of minor repairs?
- 21.. Are members of the operating staff given definite instructions in the best ways of performing specific duties, such as cleaning erasers, washing blackboards, washing windows, washing walls, sweeping floors, etc.?

Equipment and Supplies

- 1.. Are the members of the operating staff provided with tools and equipment known to give satisfactory service at an economical cost?
- 2.. Are modern types of labor-saving devices for janitorial work provided?

Editor's Note.—This is the second installment of a valuable series, "A Check List for Determining Possible Economies in School Administration."

- 3.. Are staff members instructed in the proper use and care of tools and equipment, from the standpoints of good service and long life?
- 4.. Are tools and equipment purchased in sizes that permit quick work and efficient results?
- 5.. Is there a list of standardized janitorial supplies and equipment for the system?
- 6.. Are the supplies purchased known to give good results at a reasonable cost?
- 7.. Are custodians definitely instructed in the use of the proper kinds and amounts of supplies for efficient results?
- 8.. Are samples of janitor supplies tested and analyzed before their purchase in quantities?
- 9.. Are supplies purchased on the basis of proven results, rather than on the basis of high-pressure advertising that is often misleading and untruthful?
- 10.. Are supplies purchased on the basis of their true names, rather than on the basis of proprietary brand names?
- 11.. Are janitor supplies purchased in quantities or in containers that permit lower prices?
- 12.. Are homemade supplies used with success and economy, such as
 - a).. Sweeping compound?
 - b).. Floor wax?
 - c).. Floor dressing?
 - d).. Concrete-floor hardener?
 - e).. Fly spray?
 - f).. Furniture polish?
 - g).. Varnish removers?
- 13.. Are concentrated solutions of soap purchased in order to avoid paying freight on water?
- 14.. Is liquid hand soap cut to approximately 15 per cent anhydrous soap content for the use of pupils?
- 15.. Is liquid hand soap made by adding distilled or soft water to a neutral jelly soap base?
- 16.. Has the use of deodorants been discontinued, and cleanliness substituted in their place?
- 17.. Has the use of so-called disinfectants for spraying schoolrooms been discontinued?
- 18.. Are paper-towel fixtures provided that permit the extraction of only one sheet at a time?
- 19.. Are toilet-paper fixtures provided that permit the extraction of only one sheet at a time?
- 20.. Are paper-towel and toilet-paper fixtures installed so as to discourage the careless use and waste of paper?
- 21.. Is a grade and size of paper towel purchased that proves economical on the basis of tests?
- 22.. Are pupils instructed in the economical use of towels and toilet paper?
- 23.. Have hot-air driers been investigated as a possible means of reducing towel costs?
- 24.. Are floor dressings or preservatives used to reduce the amount of manual labor for daily cleaning operations?
- 25.. Are the individuals who purchase janitorial supplies acquainted with the information concerning these supplies that is made available by the U. S. Bureau of Standards, Washington, D. C., and other sources of information?

Purchasing Fuel

- 1.. Is coal purchased that by test proves satisfactory and economical for use in the local school-heating plants?
- 2.. Have any tests been made to determine the relative efficiency of different fuels in the local school-heating plants?
- 3.. Is coal purchased on the basis of definite specifications, taking into consideration, the B.t.u. content, and percentages of ash, moisture, sulphur, and volatile matter?
- 4.. Are samples of the delivered coal analyzed to learn if the fuel comes up to specifications?
- 5.. Is a price adjustment made if delivered coal fails to come up to the minimum requirements of specifications?
- 6.. Is coal purchased through competitive bidding?
- 7.. Is coal purchased at a time of year when the most advantageous prices may be secured?
- 8.. Is coal purchased in large quantities in order to get the benefit of lower prices?
- 9.. Are school officials furnished with tickets showing the weight of the coal delivered, where, and when delivered?

- 10.. Is any attempt made to check the weights submitted by those selling and delivering the coal?
- 11.. Is a check made to see that coal is delivered to school bins instead of being sent elsewhere?
- 12.. Do the school authorities refuse to accept inferior grades of coal that are clearly below standard requirements, such as "distress" coal and cleanings from local coal yards?
- 13.. Have the school authorities considered the possibility of purchasing coal directly from the mines or through brokers, if it is believed that local dealers are asking for an unreasonable margin of profit?
- 14.. Have the school authorities investigated the possible advantages and economy of oil-burning equipment?
- 15.. Have the school authorities investigated the possible advantages and economy of gas-burning equipment?

Firing and Caring for Heating Plants

- 1.. Are firemen instructed in the proper methods of firing and caring for the school-heating plants?
- 2.. Does a competent supervisor check up on the engineers and firemen at intervals to learn how well they are performing their duties?
- 3.. Are records kept to show
 - a).. The amount of fuel consumed?
 - b).. The amount of steam generated?
 - c).. The percentage of CO₂ in the smokestack.
 - d).. The temperature of the gases in the stack?
- 4.. Are precautions taken to avoid fuel waste due to
 - a).. Loss due to handling, both before delivery to bins and after?
 - b).. Weathering?
 - c).. Coke and coal shaken through the grates to the ashes?
 - d).. Gases and carbon passing up the chimney as smoke due to improper combustion?
 - e).. Soot on heating surfaces which reduces conductivity?
 - f).. Scale in the boiler which reduces conductivity?
 - g).. Inefficiency of boilers due to lack of proper repairs?
 - h).. Excessive air?
 - i).. Poor or improperly adjusted drafts?
 - j).. Leakage in the water or steam lines?
 - k).. Improperly proportioned combustion chamber?
- 5.. Is the chimney of sufficient height and properly sealed to produce good draft conditions?
- 6.. Is any boiler treatment used to prevent the formation of scale if water conditions call for such treatment?
- 7.. Have the advantages and economies of automatic stoker installation been investigated?
- 8.. Is the humidity controlled to give the occupants a feeling of comfort when the temperature is approximately 68 to 70 deg. F. (approximately 40-50 per cent humidity)?
- 9.. Have the advantages and economies of low-pressure heating plants over high-pressure plants been considered, with a view of changing high-pressure plants to low-pressure?
- 10.. Can heating plants be altered, or remodeled, so that the results and economies justify the expense?
- 11.. Where two or more buildings are located quite near together, may a central heating plant be installed to promote further economy?

Conservation of Heat

- 1.. Are boilers, hot-water tanks, water and steam lines insulated to prevent the needless waste of heat?
- 2.. Does the fireman start heating the building as late in the morning as is consistent with comfort?
- 3.. Is the heat turned off immediately in the afternoon or evening after the building is vacated?
- 4.. In cold weather, is the temperature within the building kept to approximately 40 degrees F. when not occupied?
- 5.. Are the heating conditions modified in the early fall and late spring when mild weather conditions do not require continuous firing?
- 6.. Is heat cut off from vacant rooms or parts of the building not in use?
- 7.. Is it a practice to keep classrooms at a temperature of from 68-70 degrees F. when in use?
- 8.. Is it a practice to keep corridors, gymnasiums, and shops at a temperature of approximately 65 degrees F. when in use?
- 9.. Is the school building equipped with an automatic temperature-control system?
- 10.. If so, is the system of temperature control properly maintained?

- 11.. Are hot-water tanks equipped with automatic temperature control?
- 12.. Is weather stripping used on windows in climates where the saving in fuel justifies the cost of installation?
- 13.. Do windows and doors fit snugly so there is no needless loss of heat?
- 14.. During the winter months, is it a practice to keep outside doors closed when not in use?
- 15.. During the winter months, is it a practice to keep windows closed, except for necessary ventilating provisions?
- 16.. If automatic temperature control is not provided, are any definite individuals made responsible for maintaining proper temperatures in the different rooms?
- 17.. If schoolrooms are equipped with manually controlled radiator valves in place of automatic temperature control, do the teachers shut off the radiators rather than open the windows when the rooms become uncomfortably warm?
- 18.. Is each classroom equipped with a good thermometer?
- 19.. Is a part of the air in the school building recirculated during winter months?
- 20.. Is the amount of cold, fresh air brought into the school building and the amount of heated air exhausted from the building during the winter months held to a minimum consistent with the more advanced standards of ventilation?
- 21.. Is the heat shut off from heating coils in ventilating stacks and ducts if the mechanical ventilating system is not being used?

Gas

- 1.. Are gas meters checked at intervals to discover whether or not there are any leaks in the gas system?
- 2.. Are gas appliances adjusted from time to time to burn most efficiently?
- 3.. Are those using gas instructed in the most economical methods of burning this fuel?
- 4.. Are the proper types of appliances used for the particular kind of gas provided?
- 5.. Are gas jets shut off when not actually needed?
- 6.. Are pilot lights and other continuous-burning flames shut off during periods when school is closed?
- 7.. Is the cost of gas held to a minimum, by reducing the number of meters?
- 8.. Does the school obtain gas at the most favorable rate possible?
- 9.. Are all useless gas connections eliminated where otherwise there would be a minimum charge for service?
- 10.. Has the possibility been investigated of substituting more economical types of fuel for gas?
- 11.. Are charts or tables made to show trend of gas consumption per building, which may call attention to waste or excessive use?

Water

- 1.. Are water lines and meters checked at intervals to discover whether or not there are any leaks in the system?
- 2.. Are custodians instructed, and required to read water meters at frequent periods?
- 3.. Are charts or tables made to show the trend of water consumption per building, which may call attention to waste or excessive use?
- 4.. Are prompt repairs made to leaky pipes and fixtures?
- 5.. Are custodians instructed how to make *minor* repairs to leaky fixtures, such as putting in new washers, etc.?
- 6.. Does the school maintain a minimum number of continuous-flowing and siphon devices?
- 7.. If such devices are maintained, has the possibility of shutting off water overnight and week-ends and holidays been considered?
- 8.. Are the devices regulated to avoid an unnecessarily rapid flow of water?
- 9.. Are self-closing faucets provided?
- 10.. Has the possibility of changing wasteful fixtures

over to a more economical type of fixture been considered?

- 11.. Are swimming pools refilled only as often as is necessary?
- 12.. Are lawns sprinkled only as much as is necessary?
- 13.. Are lawns sprinkled at a time of day when there will be a minimum amount of loss due to evaporation?
- 14.. Do the sprinkling devices distribute the water to the best advantage?
- 15.. Have water bills been reduced, by rearranging the piping system and using fewer meters when practicable?
- 16.. If more than one meter is maintained, has an effort been made to get the water company to add the meter readings before the sliding rate is applied?
- 17.. Are any water meters canceled during periods or seasons of the year when no water is used, if a minimum charge is made for connected service?
- 18.. Has an attempt been made to secure lower water rates for the schools?
- 19.. Has the possibility of installing school-owned pumps and water systems at a saving been considered?
- 20.. Are pupils, teachers, and other employees instructed not to allow unnecessary waste of water in lavatories, showers, drinking fountains, etc.?
- 21.. Are members of the school staff instructed to report cases of water leaks and waste to proper officials for attention?

Electricity

- 1.. Are charts or tables made to show trend of electricity consumption per building, which may call attention to waste or excessive use?
- 2.. Are standards of electricity consumption established and checked with actual consumption to indicate possible sources of waste?
- 3.. Are pupils and employees urged to cooperate in reducing costs, and asked to turn off electric lights and motors when not needed?
- 4.. Are window shades adjusted to admit sufficient natural light so there will be less need for artificial light?
- 5.. Is the use of electric lights at night held to a minimum?
- 6.. Are obsolete or inefficient types of lamps replaced with modern, efficient types of lamps?
- 7.. Is it a practice to purchase electric lamps of recognized merit and efficiency?
- 8.. Has the size or number of lamps been reduced as much as possible, without interfering with proper lighting conditions?
- 9.. Are corridor lights staggered in separate circuits so that not all need be used at one time?
- 10.. Are rooms equipped with more than a single light switch so that artificial lighting conditions may be adjusted to needs?
- 11.. Is it a practice to keep windows, skylights, and light fixtures clean?
- 12.. Are building interiors painted and decorated with lighting efficiency in mind?
- 13.. Are key switches used in corridors to prevent pupils from using them rather indiscriminately?
- 14.. Are lights or motors cut off, if feasible, when schools are not in session?
- 15.. Are meters occasionally checked for accuracy?
- 16.. Are meters checked at intervals to discover whether there is waste or loss of current in the wiring system?
- 17.. Is the wiring suited to the load to be carried?
- 18.. Is all wiring adequately and properly insulated?
- 19.. Are fuses and electrical connections in good repair?
- 20.. Are the approved electric appliances known to be efficient and economical in consumption?
- 21.. Has electrical equipment been purchased with due regard to the voltage furnished by the local power plant?
- 22.. Has the possibility of economy in the use of

three-phase motors been investigated?

- 23.. Are efficient light fixtures installed in the school-rooms?
- 24.. Are power and heating appliances metered separately from the lighting load if they receive a lower rate?
- 25.. Have connections been checked so that it is known that equipment entitled to lower rates is hooked up with the proper recording meters?
- 26.. Is the number of electric meters reduced to a minimum so that advantage may be taken of sliding rates?
- 27.. Has an effort been made to induce the local power company to add together the different meter readings before applying the sliding rate?
- 28.. Can the cost of electricity be reduced by changing to a different rate schedule?
- 29.. Has a definite attempt been made to secure lower rates from the local power company?
- 30.. If rates are based on a "demand curve," does the school attempt to regulate the demand so as to secure the benefit of lower rates?
- 31.. If rates are based on the connected load, have costs been reduced by
 - a).. Canceling certain motors during periods of the year when they are not in use?
 - b).. Considering duplicate motors used for the same purpose as the equivalent of a single motor?
 - c).. Disconnecting equipment that is not being used?
 - d).. Taking out lamps that are rarely used?
 - e).. Reducing the size of lamps for certain locations, such as tunnels, attics, closets, etc.?
- 32.. Have the possible advantages and economy of a school-owned electric power plant been considered for larger buildings?

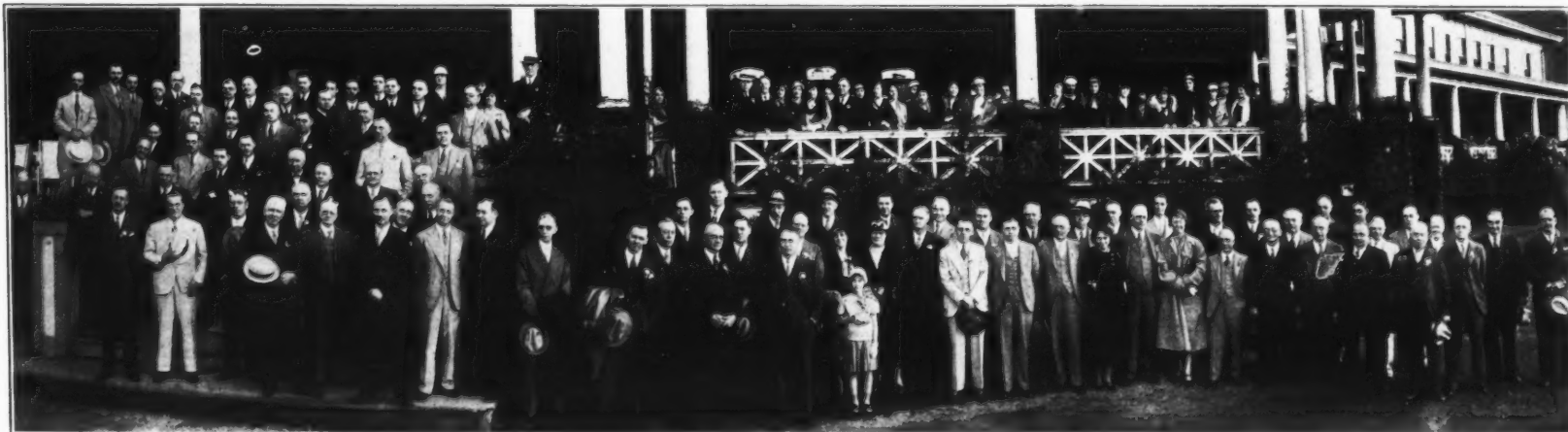
Telephone Service

- 1.. Is there sufficient demand for each of the telephones installed to warrant its continuance?
- 2.. Can certain telephone service be canceled during the summer months with a saving to the district?
- 3.. Does the local telephone company give special rates to the schools because of the brief year of service?
- 4.. Has the possibility been considered of placing some school-owned telephones in place of some private telephones?
- 5.. Has the possibility been considered of substituting extension telephones in place of some private telephones?
- 6.. Is there assurance that there are no private telephones in homes of school employees paid for out of school funds on some questionable pretext?
- 7.. Are there definite rules regarding the use of telephones for long-distance service so that pupils and employees cannot make personal calls at school expense?
- 8.. Are long-distance calls for nonacademic purposes paid for out of nonacademic funds?
- 9.. In larger schools, has consideration been given to the economy resulting from the installation of an automatic telephone system in place of the manual-operated switchboard system?
- 10.. Has a definite attempt been made to secure lower rates for school purposes?

Freight, Express, and Drayage

- 1.. Are the lowest rates obtained for freight, express, and drayage services?
- 2.. Are freight or express shipments promptly delivered, avoiding the payment of extra holding or demurrage charges?
- 3.. Are school employees delivering freight or express shipments, if this can be done more efficiently and economically than by established transfer companies?
- 4.. Does the school order supplies and equipment long enough in advance of needs so shipments may be made by freight, rather than by express or parcel post?

(Continued on Page 59)



THE NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS AT PITTSBURGH, MAY 17, 1933



SUSSEX HIGH SCHOOL, SUSSEX, NEW JERSEY
Jacoby and Everett, Architects, Allentown, Pennsylvania.

THE SUSSEX HIGH SCHOOL, SUSSEX, NEW JERSEY

A period of depression is distinctly a favorable time to erect important public buildings. This is true because not only the lowest prices can be obtained, but especially because the most careful planning for economy and efficiency and the best workmanship of skilled mechanics will be put into a structure.

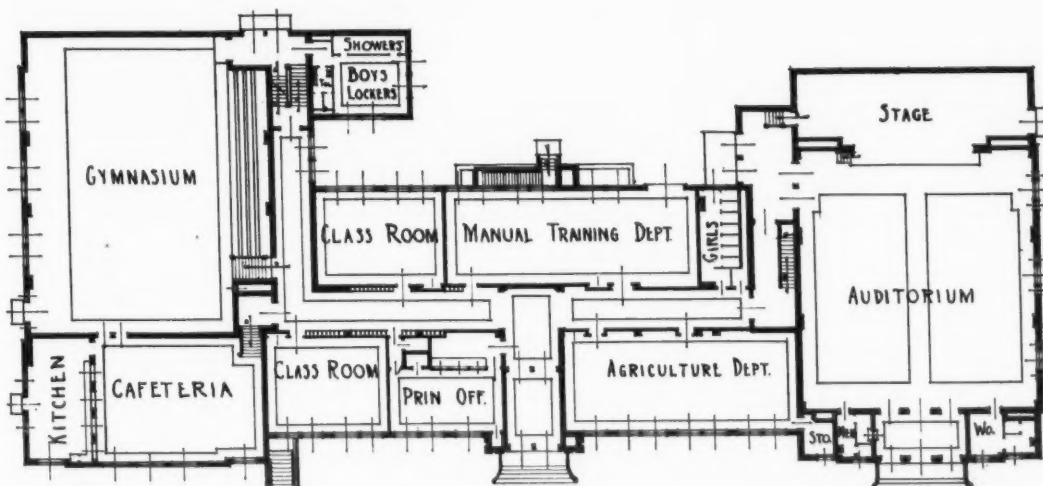
Sussex, New Jersey, is a community that has had the courage to plan and erect a high-school building during the depression, and to take full advantage of the prevailing conditions for obtaining an exceptionally fine building at a minimum of cost.

The building is designed in the Colonial style to harmonize with the general architecture of the community. The building faces the town and is so placed that an excellent view can be had from the state highway.

The building has been planned to fit a rather complete program of elementary and secondary education, and to serve as an important center in the civic life of the community. In the planning the executive head of the school developed the educational needs and outlined the administrative and instructional programs. The school is a complete six-year high school, which meets all the requirements of the New Jersey State Department of Education and includes special courses indicated by the agricultural interests of the community.

The building is two stories in height and is without basement, except for the boiler and coal rooms and a storage room. The central portion of the first floor to the left of the entrance lobby has a combined principal's office and director's room, a waiting room, and a toilet. To the right of the lobby there is a large room for the agricultural department; to the rear there is a manual-training shop, with a separate entrance through which automobiles and farm machinery, as well as supplies, can be admitted for study. In the central portion of the building there are also two standard class-rooms.

The right wing of the first floor has an auditorium, arranged to seat approximately 500 persons. The room is a complete, self-contained unit, with separate vestibule, restrooms, and toilets, and a large stage with dressing rooms. It is expected that the auditorium will serve not only for school use but will be a community meeting place.



FIRST FLOOR PLAN



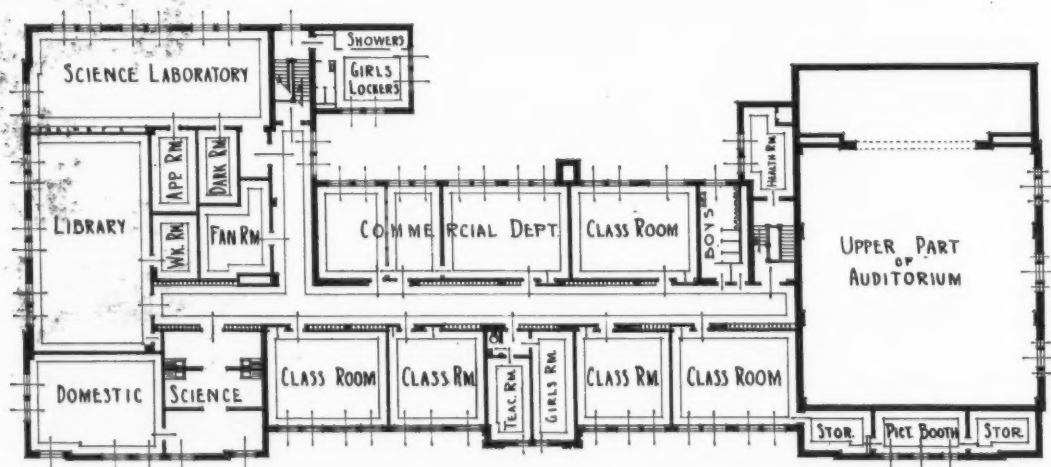
WOODWORKING SHOP, SUSSEX HIGH SCHOOL, SUSSEX, NEW JERSEY
Jacoby and Everett, Architects, Allentown, Pennsylvania.



AUDITORIUM, SUSSEX HIGH SCHOOL, SUSSEX, NEW JERSEY



GYMNASIUM, SUSSEX HIGH SCHOOL, SUSSEX, NEW JERSEY

SECOND FLOOR PLAN, SUSSEX HIGH SCHOOL, SUSSEX, NEW JERSEY
Jacoby and Everett, Architects, Allentown, Pennsylvania.

The left wing of the building contains a gymnasium, with shower and locker rooms adjoining it. The room is especially fitted for physical-education work and includes permanent seating for 300 persons. In front of the gymnasium there is a cafeteria and a kitchen, which can be entirely closed off from the cafeteria, so that the latter may be used for study or for classroom purposes. It is expected that this cafeteria will serve also for community meals, and that large dinners will be accommodated in the adjoining gymnasium.

The second floor contains in the central section, five classrooms and three rooms intended for commercial studies. The left wing contains a large room for domestic science, a combined library-and-study hall, and a combination science laboratory.

The building is of Underwriters' Class B fire-resisting construction, using a structural steel frame with bar joists and concrete floors. The partitions between the classrooms are of gypsum and are plastered. All ceilings are plastered. The concrete floors in all the instructional rooms are covered with hardwood flooring. The wood trim is oak. The shower and toilet rooms have concrete floors, and slate partitions are used. The gymnasium has finish-brick walls. The auditorium is plastered and has brick wainscoting and brick pilasters.

The building is heated by means of steam, with unit ventilators in all classrooms and other instructional spaces. Automatic temperature control is provided.

The contract for the building was let in November, 1931, and the construction was completed so that it could be occupied in September, 1932. The contracts for construction were as follows:

| | |
|------------------------------|----------|
| General construction..... | \$ 9,705 |
| Structural steel | 7,922 |
| Heating and ventilation..... | 18,990 |
| Plumbing | 9,655 |
| Electrical | 7,677 |

On the basis of the cubical content, the cost was only 19½ cents per cubic foot, which is extremely low considering the high quality of the entire construction and finish.

The building was planned and erected under the supervision of Messrs. Jacoby & Everett, architects, of Allentown, Pa.

SCHOOLS AND ECONOMY

In the hysteria that seems always to accompany any disturbance in the flow of money, we hear much of the need (dire need, as some think) of reducing expenditures in all branches of government. The simplest and easiest method suggested is to cut a given per cent all along the line, regardless of merit and without forethought. It is said that we cannot go on as we are; our incomes have been greatly reduced, and we can't pay for the present expensive government. Presumably because of an inherent horror of taxes we dislike to pay them, and allow ourselves to believe that much of the tax money is wasted or dishonestly expended. Let us reduce taxes by all possible means, but let us do it wisely. "Economy" seems to be the watchword.

Economy in its Greek origin implies the efficient management of a house or home, and sets up a wholly desirable standard. The word also implies elimination of waste and extravagance. Economy calls for adequate knowledge of the facts, judgment of their relative values, and wisdom and courage to act efficiently.

When we set out to reorganize our own household affairs to meet a reduced income, we do not cut each item a given per cent. We sharply reduce, or eliminate the less essential items first, and only in extreme and unavoidable conditions do we reduce food, clothing, or shelter. Let us do likewise in the matter of expenditures for government; and let us realize what we get for our taxes before we reduce them too far.

If we did not maintain through government a police and army force, a fire-fighting force, a public health service, welfare work, good roads and highways, and good schools, we should have to provide for similar services privately or in smaller and less effective groups. If we may judge from the costs in some private undertakings to render public service, it is wholly evident that the services now paid for from taxes would cost us about twice as much if government did not provide them. In any government conducted with honesty and fair efficiency, it may be justly claimed that the taxpayer gets more for his tax dollar than for any other dollar. — Wells A. Hall.



MARATHON CENTRAL SCHOOL, MARATHON, NEW YORK
Randall and Vedder, Architects, Syracuse, New York.

A Successful School-Building Addition

The Marathon Central School, Marathon, New York

The American habit of demanding entirely new buildings whenever a new need arises has received a serious setback during the recent depression. Both public authorities and private owners have come to the tardy realization, imposed by economic conditions, that an enlarged or a remodeled building may be quite as satisfactory esthetically and practically as a new one. School authorities have frequently found in the past two years that a structurally sound schoolhouse can be adjusted to a new situation developing from an enlarged enrollment, a changed curriculum, or a new form of school organization, with a large economy in immediate outlay and with a corresponding lengthening of the life and service of an old building.

The new school plant of the Marathon Central School District, of Marathon, New York, represents an interesting solution of the problem of remodeling a school building only five years old and of providing an addition for a very greatly increased school population and an enriched instructional program. The resulting school plant is in some respects ideal, and the administrative and instructional situation could not have been improved by planning *de novo* and erecting a single new building.

The Marathon School District is made up of eighteen former school districts, of which seven formerly operated one-room rural schools. It also includes the town of Marathon, which had a complete elementary and high school erected five years ago, and in excellent physical condition. The combined districts have a student population of 700 children, of which 450 are enrolled in the elementary grades, and 250 in the high school. The members of the school board are L. E. Harvey, president, C. G. Davis, W. F. Brockway, H. W. Hunt, Norman Brown, C. D. Carter, R. F. Currier, and Helen A. Slate.

After a survey of the educational program of the schools and the student population, conducted by the principal and the district superintendent with the help of the architects, it was

found that the old school building could be made to meet the requirements of the high school. A number of alterations would, however, be necessary to unify the services and to adjust the accommodations fully to the enlarged enrollment.

The Marathon School provides a complete program of elementary and secondary education as required by the New York State Education Department and includes in its offerings commercial subjects, industrial arts, home economics, music and agriculture. The pupils range in age and grade from kindergartners to twelfth graders.

The problem, therefore, resolved itself around the most economical and administratively useful adaptation of the old building to the high school, and the planning of the new building to the grades. The Marathon School building as completed is composed therefore of one unit in which the grade classes are ideally housed, and another unit in which the high-school classes are cared for. The two are so combined and connected as to provide a desirable separation of the older from the younger pupils, and so joined as to combine ease of administration with economy in circulation and full use of the larger rooms for both groups.



AUDITORIUM, MARATHON CENTRAL SCHOOL, MARATHON, NEW YORK
Randall and Vedder, Architects, Syracuse, New York.



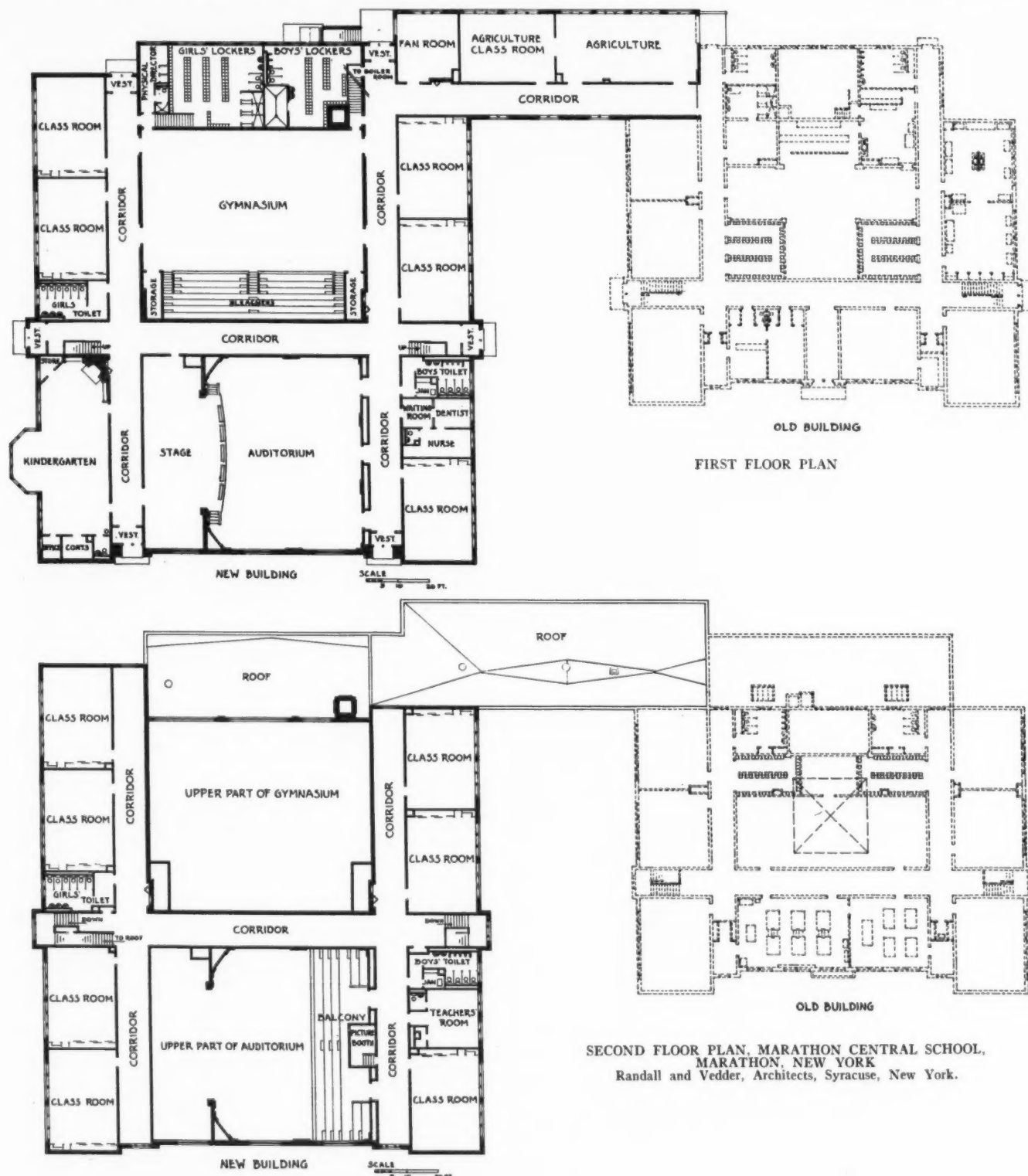
THE GYMNASIUM IS LIGHTED BY LARGE CLERESTORY FENESTRA.

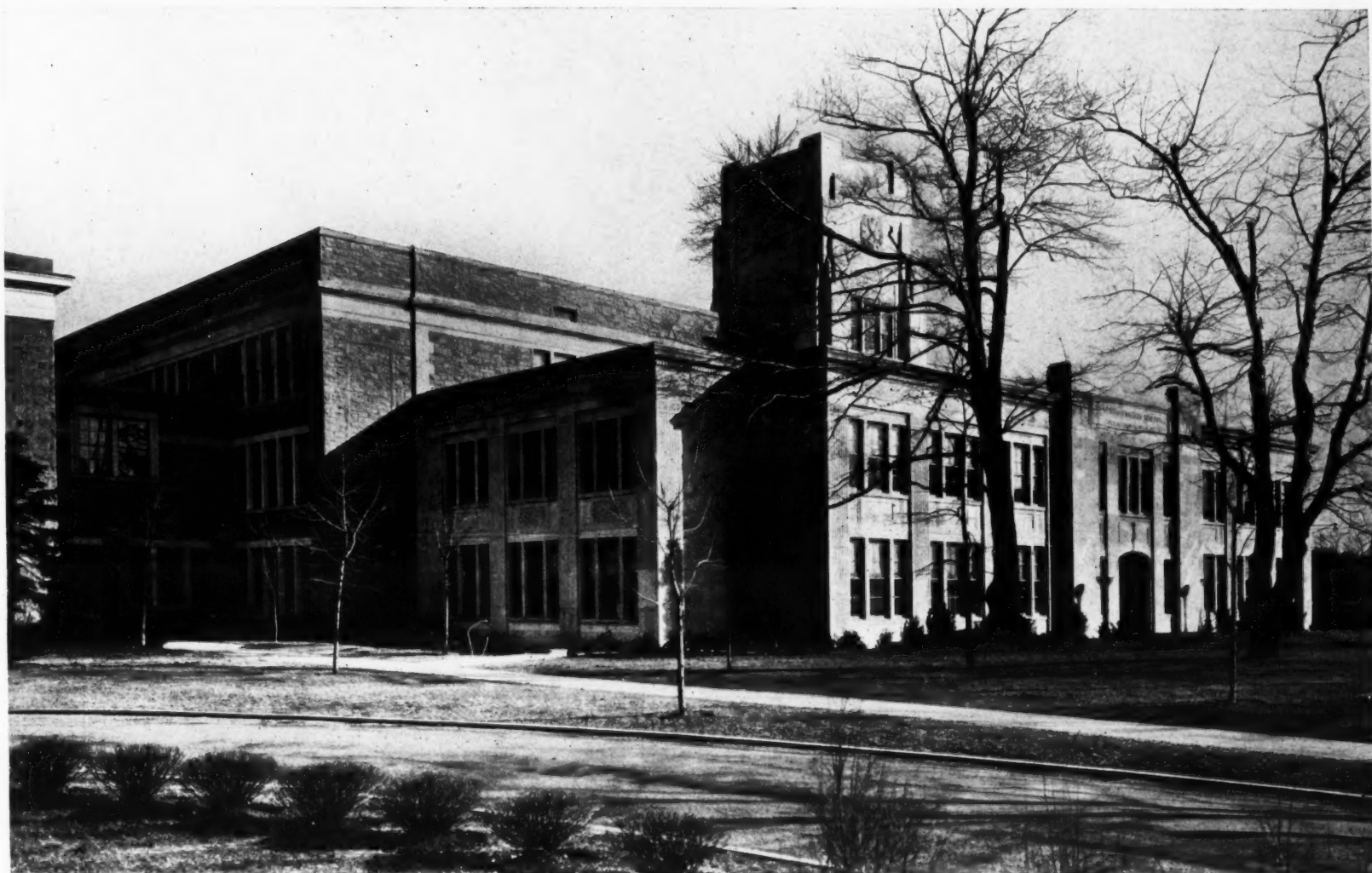
In adapting the old building to its new uses, the auditorium-gymnasium, which was too small for the larger enrollment, was converted on the first floor into a cafeteria, the former shower and locker rooms becoming the kitchen. The alterations also provided an additional room on the second floor to be used as a library, with a librarian's office and workroom. The classrooms and laboratories were either combined or subdivided to meet the new instructional requirements. At the cost of \$25,000, the old building has been converted into a practical high-school unit.

In the new building there is an auditorium seating 650, complete with a stage fully equipped for plays and school entertainments. The balcony is fitted with a picture-projecting booth. The design of this room, with its modernistic treatment, has been much admired.

The new building also includes twelve classrooms, a kindergarten, a clinic, and an agricultural and manual-arts room. The gymnasium measures 71 by 45 ft., and has a balcony seating 300 spectators. The auditorium, the gymnasium, and the new cafeteria have been constructed with an acoustical corrective treatment that has proved especially satisfactory.

(Concluded on Page 54)





ADMINISTRATION AND HIGH-SCHOOL BUILDING, LOWER MERION TOWNSHIP, MONTGOMERY COUNTY, ARDMORE, PENNSYLVANIA
Savery and Scheetz, Architects, Philadelphia, Pennsylvania.

Housing *the* Administration *and the* High-School Overflow

The enlargement of existing school plants, through remodeling and extensions or the erection of annexes, provides a challenge to school authorities and architects. To the school executives it means the rearrangement of classes and departments and the modification of administrative plans and daily programs to insure the efficiency of departments and the minimum travel of pupils; it means, too, the anticipation of future growth and probable change of the school offerings. To the architects it means the adjustment of building spaces and mechanical plant, not only to the educational needs as seen by the school executives, but also the more difficult limitation of the outlay to the purse of the school district.

A rather unusual solution of an enlargement problem is afforded by the Lower Merion Township High School at Ardmore, Pa. The rapid growth of the junior- and senior-high-school enrollments during the decade from 1921 to 1931 made an enlargement of the high-school building inevitable. After a thorough study of the problem it seemed advisable to erect a classroom-gymnasium building immediately adjoining the existing high-school building. The latter is an excellent building, complete with auditorium, shops, administrative offices, library, and all the other facilities for a complete six-year program. The site is central and a section of the grounds devoted formerly to tennis courts could be utilized for the new building. By joining the old and the new buildings by a closed corridor and stairways the entire school could be operated by one principal

and one office organization. The need of administrative offices for the school district from which the twelve grade schools of the district are managed also influenced the school board's decision.

The building was designed by Messrs.

Savery & Scheetz, architects, after the program had been under consideration for several years by the superintendent and the school board. Complete statements of present needs and future plans for development of school services were made available to the architects.



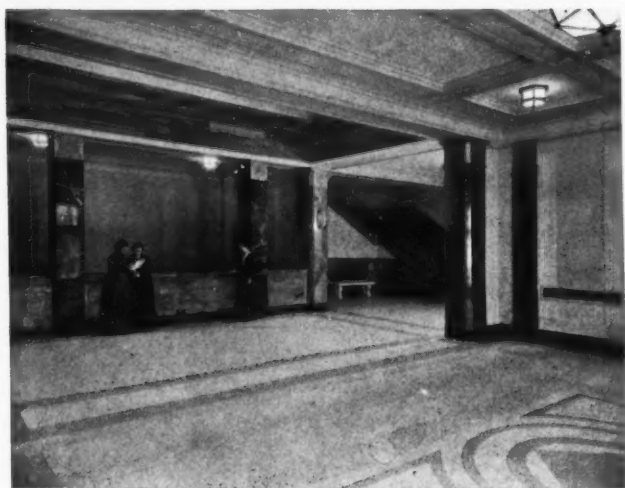
BOARD ROOM, ADMINISTRATION AND HIGH-SCHOOL BUILDING, LOWER MERION TOWNSHIP, MONTGOMERY COUNTY, ARDMORE, PENNSYLVANIA



VOCAL CLASSROOM



CHEMISTRY LABORATORY

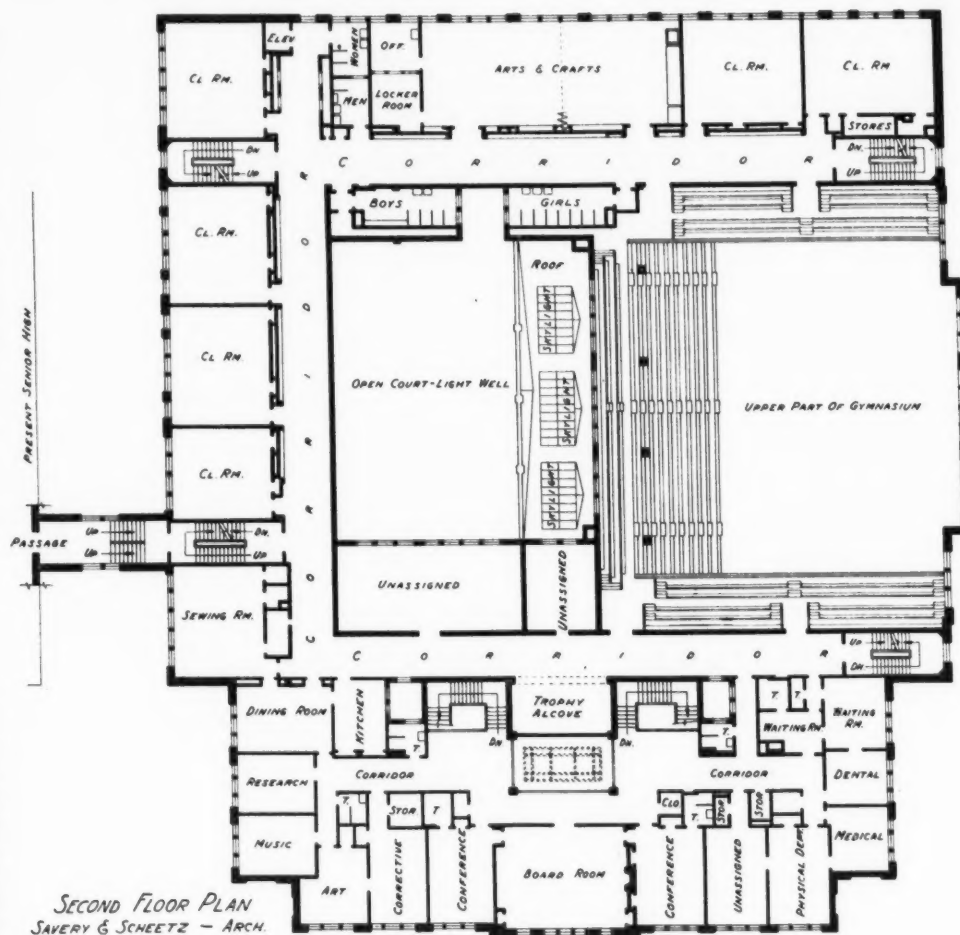
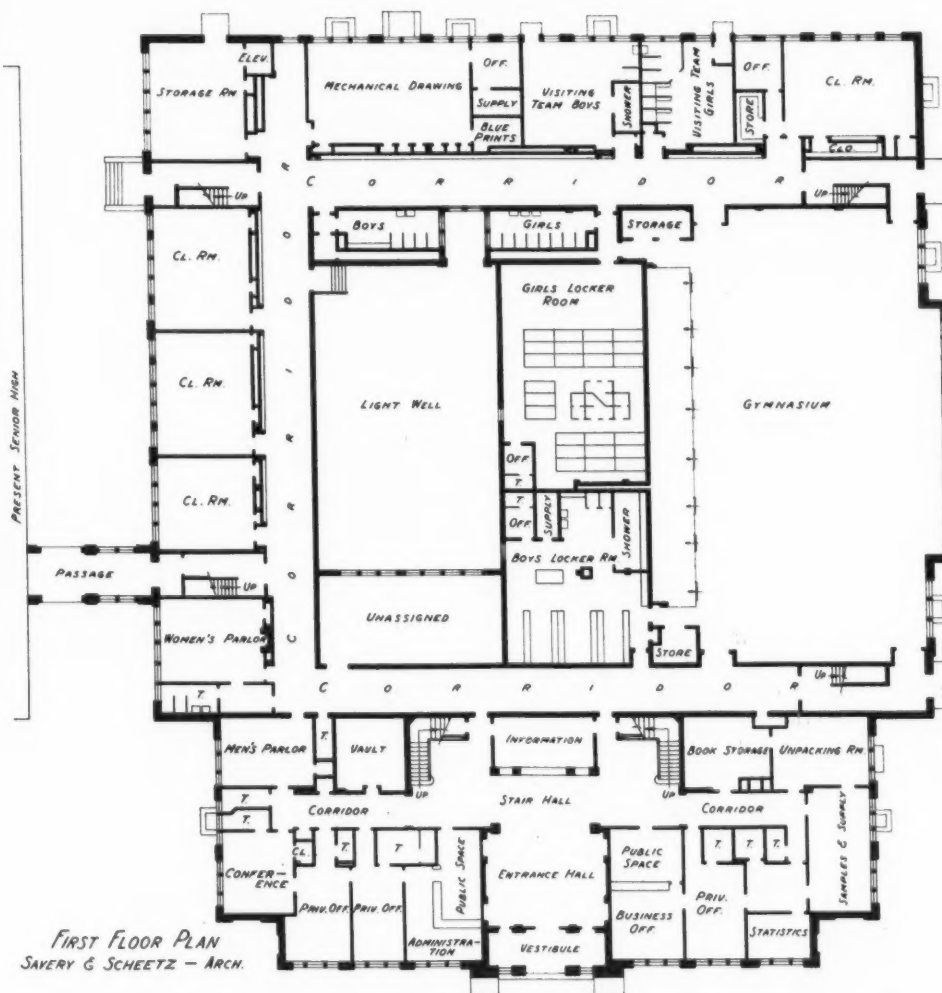
LOBBY A. ADMINISTRATION AND HIGH-SCHOOL BUILDING,
LOWER MERION TOWNSHIP, MONTGOMERY COUNTY,
ARDMORE, PENNSYLVANIA

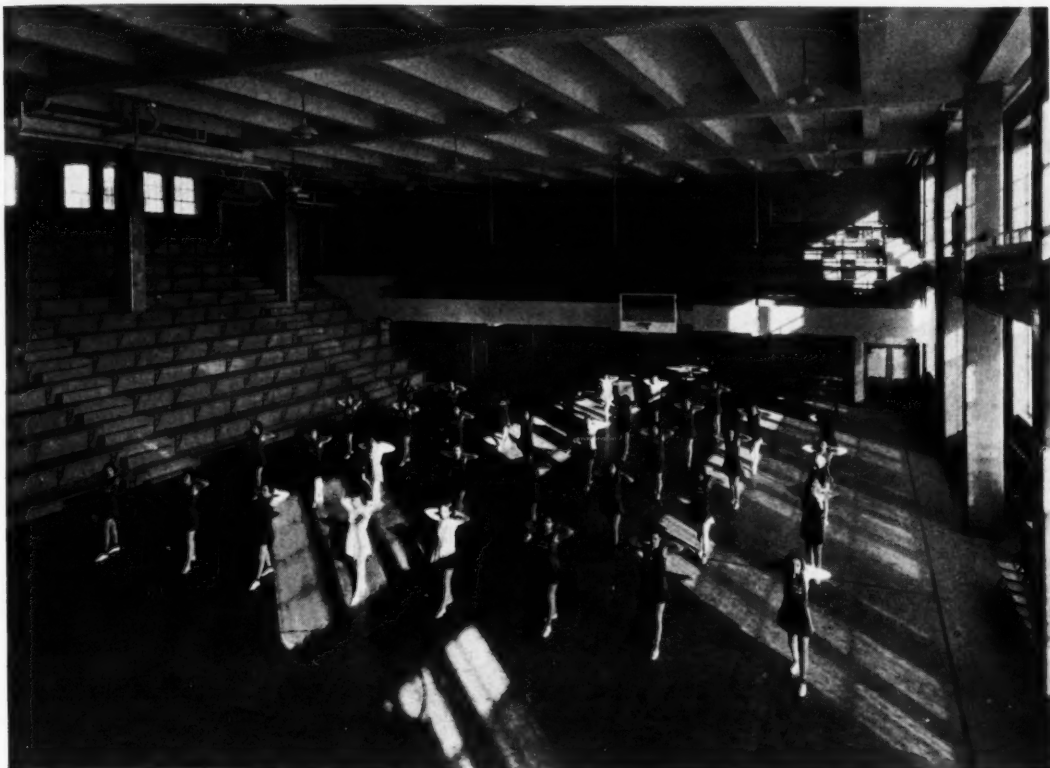
The administration unit is practically a separate building and may be operated entirely without putting any of the school facilities into motion. The building is entered through a wide vestibule and an entrance hall. From an information desk and telephone operator's station, the movement of visitors and others who have business to transact may be controlled. To the left and right are the superintendent's and the business manager's offices. Each has a public office, a private office, and space for clerical work and conferences. Vaults, storage space, toilets adjoin the offices. On the second floor there is a large meeting room for the board of education. There are also committee rooms, offices for the special supervisors, medical and dental clinic, and various storage rooms and toilet. Attention has been given to make administrative unit ample for many years to come.

In the school section of the building the chief area is occupied by the gymnasium which is one of the finest in Pennsylvania. The room measures 70 by 109 feet, and is finished with blocks-on-end flooring, tile walls, and plastered concrete ceiling. Seating for 1500 spectators is provided. Boys' and girls' lockers and showers are located in separate rooms under the main bank of seats.

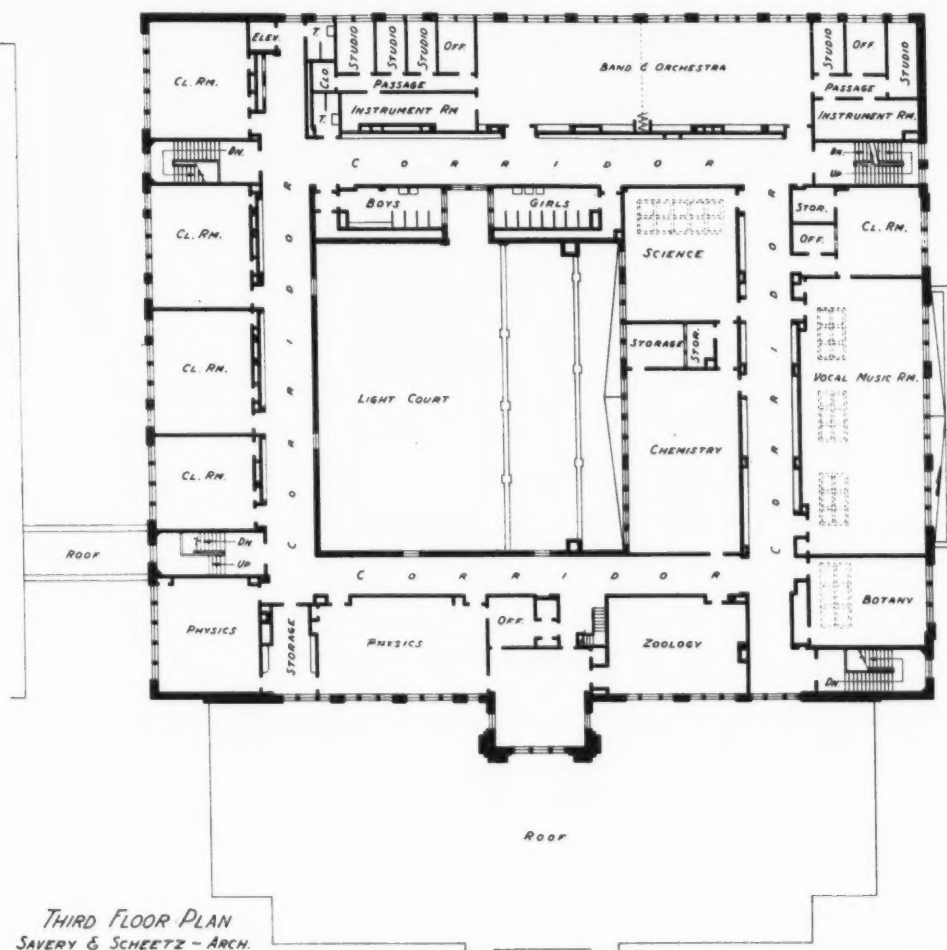
On the first floor there are also four classrooms, a mechanical-drawing room, visiting-team rooms with showers, toilets, a teachers' and social room, and a storage room. The last mentioned has a separate entrance and adjoins the elevator for facilitating the handling of furniture, supplies, etc., for the entire school system.

On the second floor there are six classrooms,

SECOND FLOOR PLAN
SAVERY & SCHEETZ - ARCH.FIRST FLOOR PLAN
SAVERY & SCHEETZ - ARCH.FLOOR PLANS, ADMINISTRATION AND HIGH-SCHOOL BUILDING, LOWER MERION TOWNSHIP,
MONTGOMERY COUNTY, ARDMORE, PENNSYLVANIA
Savery and Scheetz, Architects, Philadelphia, Pennsylvania.



GYMNASIUM, ADMINISTRATION AND HIGH-SCHOOL BUILDING, LOWER MERION TOWNSHIP, MONTGOMERY COUNTY, ARDMORE, PENNSYLVANIA



THIRD FLOOR PLAN, ADMINISTRATION AND HIGH-SCHOOL BUILDING, LOWER MERION TOWNSHIP, MONTGOMERY COUNTY, ARDMORE, PENNSYLVANIA
Savery and Scheetz, Architects, Philadelphia, Pennsylvania.

a large arts-and-crafts shop, and a sewing room.

On the third floor there are five additional classrooms, two suites for music instruction; physics, chemistry, and biology laboratories; science lecture rooms, and ample storage rooms, toilets, etc. A room for plant-life study and a clockroom are located in the tower.

The exterior design is modern in detail, and conservative in spirit. The walls are faced with local granite and the trim is cut Indiana limestone. The construction throughout is fireproof, with concrete floors, steel columns, brick and brick-tile interior walls. Corridor floors are terrazzo and stairs are terrazzo with nonslip

nosings. Classroom floors are asphalt tile or maple. The offices in the administration building have rubber-tile floors. The toilets have terrazzo floors and tile walls. Metal doors have been used to separate corridors and stair towers. Classroom doors are flush panel, and in the case of the gymnasium and music rooms are of the soundproof type.

The building is heated by low-pressure steam, with overhead feed, fitted with vacuum pumps on all returns. The steam plant to which new boilers have been added is located in the old building. Ventilation is provided by means of unit ventilators in the classrooms and plenum

fans in the gymnasium. The entire system has automatic temperature control.

The building cost, with heating, electric installation, plumbing, and architects' fees \$625,711.58. Of this, \$50,000 was spent for the enlargement of the heating plant and the renewal of the heating system in the old building. The cost of the new building was 29.3 cents per cubic foot.

BALTIMORE SCHOOLS COMMENDED FOR ECONOMY

The public schools of the city of Baltimore "are being well and intelligently administered and there is no evidence of waste in any of the departments or activities of the schools." This is the finding of the Citizens' Advisory Committee which recently received reports from the eleven subcommittees dealing with portions of the activities of the educational department which were assigned to them for special study in connection with a survey of the school department. The eleven committees having the work in charge were the art, the home economics, the music, the industrial arts, the vocational education, the health, the statistics, the business, the special education, the colored schools, and the elementary, junior-high, and senior-high-schools committees.

The reviewing committee found that the school affairs of the city are well and intelligently administered and that there is no waste in any of the departments or activities of the system. It was also found that the administration and operation of the schools has attained a high state of efficiency and good management. In fact, there was considerable progress shown in the schools since the Strayer survey in 1920.

While criticism has sometimes been made that an excessive amount of money is spent for salaries of supervisors, superintendents, and other officials in charge of supervision of school activities, the committee found that this item has been cut too far in carrying out the reductions made in the past two years. It was brought out that in a large school system such as Baltimore, it is essential that there should be an adequate number of officials for proper supervision and direction of the schools.

The committees also made a study of the so-called "frills" of education and agreed that the special subject covered by each of them is a highly advisable and necessary part of public-school education, and that the cost is but a very small part of the total amount expended for the maintenance and operation of the school system. It was believed that no substantial part of this cost would be saved or avoided by discontinuing the special subjects altogether, for the reason that one teacher can effectively instruct only a limited number of pupils at one time, and that these teachers would still be needed even if the subjects were eliminated.

The committees further found that it is impossible under the existing law and the organization of public-school education to accomplish any economy by limiting the number of pupils. While some saving might be effected by requiring some students to be transferred to other branches of instruction, the increased expense, on the whole, cannot be controlled, due to the increasing number of pupils. Neither can the situation be met by reducing the number of teachers. Increase in the number of students necessarily requires a corresponding increase in the number of teachers by whom they are instructed.

The committees are not in favor of any large reduction in salaries, believing that they are already as slow as they should be if the efficiency of the schools is to be maintained at its present level. If any reduction should become necessary, the committees suggested that any such action be preceded by a general survey of all salaries and other expenditures in the different municipal departments, in order that the school system may not be singled out for drastic reductions, when it is only one of the several departments of the city administration.

SCHOOL-BOND ISSUES DURING JUNE

During the month of June, 1933, boards of education in the United States issued bonds for the construction of new school buildings or the enlargement of existing buildings in the amount of \$1,138,703. Bonds for refunding purposes in the amount of \$2,803,416 were issued. Temporary loans in the form of notes and certificates of indebtedness in the amount of \$1,089,700 were issued.

NEW SCHOOL BUILDINGS

A total of 224 new school-building projects were undertaken during the month of June in 37 states east of the Rockies. According to Dodge, the contracts for these buildings amounted to \$3,719,300.

Our School Architecture of Tomorrow

William B. Ittner, Architect, St. Louis, Missouri

A new school architecture will rise out of the present chaotic conditions. It will be distinctly American, with only a link to bridge tradition and precedent. We may have to be educated to like it, but it is coming just the same, regardless of likes and dislikes.

The clamor for cost reduction looms up as the paramount cause for our new American school. Planning and construction processes have already been affected. For the same reason, school superintendents are faced with the problem of curriculum adjustments, with the necessity for changes in methods of instruction and in the size of classes.

Next to the matter of cost-cutting, the 30-hour week (which we are told is coming) with its accompanying enforced leisure for adults, comes in for consideration in planning the school of the future. No doubt, the need for flexibility will subject the shorter work week to numerous modifications. Still, there is every reason to believe that increased school accommodations for adults will be included as one of the problems of the school architect of the future.

Pen Picture of the New American School

For building and administrative economies, the school of the future will need to be of fair size and erected on an ample site. In this respect, it need not represent much of a departure from many of our forward-looking, present-day school centers. The real change will appear in a revolutionized building plan as it is evolved to meet the enlarged and reorganized educational program and the new conditions.

Strange as it may seem, and contrary to the present-day insistence on cuts and eliminations, gymnasiums, baths, gardens, play fields and lunchrooms will flourish and expand. Why? Because the people and their children will need them and want them. For the same reason, school libraries will take on a new meaning and come into greater use. Workshops will become increasingly popular as they assume the old-time character of the village repair shop and project their possibilities for adult hobbies.

Many schoolmen believe that the traditional classrooms, with their rows of fixed seats, will most probably pass into history. In their place will appear a smaller number of large rooms, more on the order of small assembly halls, for music, art, English, and the social sciences, equipped with all the visual and auditory aids, the motion picture, and the radio. Some of the old-time classrooms will graduate into a new form of laboratory or workroom for reading, writing, arithmetic, and spelling.

Yes, a new American school architecture will come out of all this. The many recent experiments with new building forms and new materials have had some effects on mass and design of our present-day school buildings. They are trivial though, compared with the force of a changed functional plan, necessitated by a new educational outlook and procedure. Tomorrow's school architecture will take on a distinct utilitarian form and character as it emerges from the transformed functional plan. It can and, in the hands of the skilled architect, it will be beautiful, as well as useful, and economical. Thirty million individuals of all ages and sizes or, one out of every four, are going to some kind of school *now*. As the numbers increase this huge army, with its broadened outlook on "education and life," with its disregard of precedent, and with its chief interest in the great things of the moment, will unconsciously perhaps, but nevertheless surely, carry into tomorrow the greatest constructive and living asset produced by any civilization in all history.

A new teacher is among us discovering wonders. She is less a fault-finder and more a power-finder. A new educational administrator is among us. He is not looking for trouble; he is looking for abilities. Wherever these two meet, the school blooms with the rich products of young life; schoolwork enters into the whole life of the child; the child grows and thrives in a moral atmosphere, made more effective because it is wholeheartedly accepted as worthy by the children themselves.—Hughes Mearns.

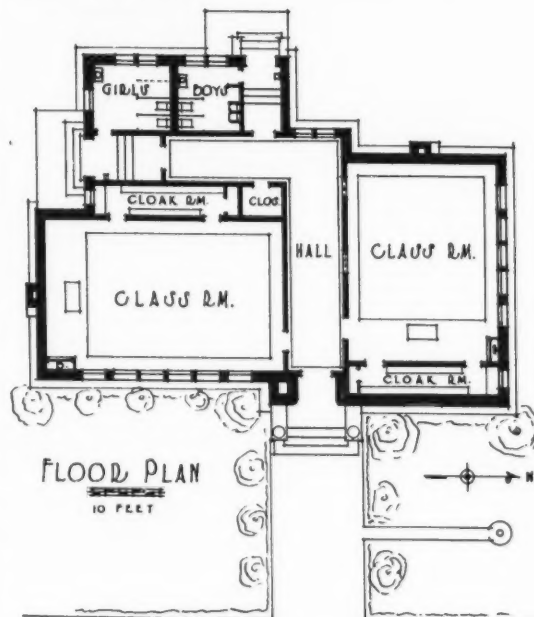
A CALIFORNIA RURAL SCHOOL

Extreme simplicity characterizes the two-teacher school building, erected in the summer of 1932, for the Ben Ali Rural School District, near North Sacramento, California.

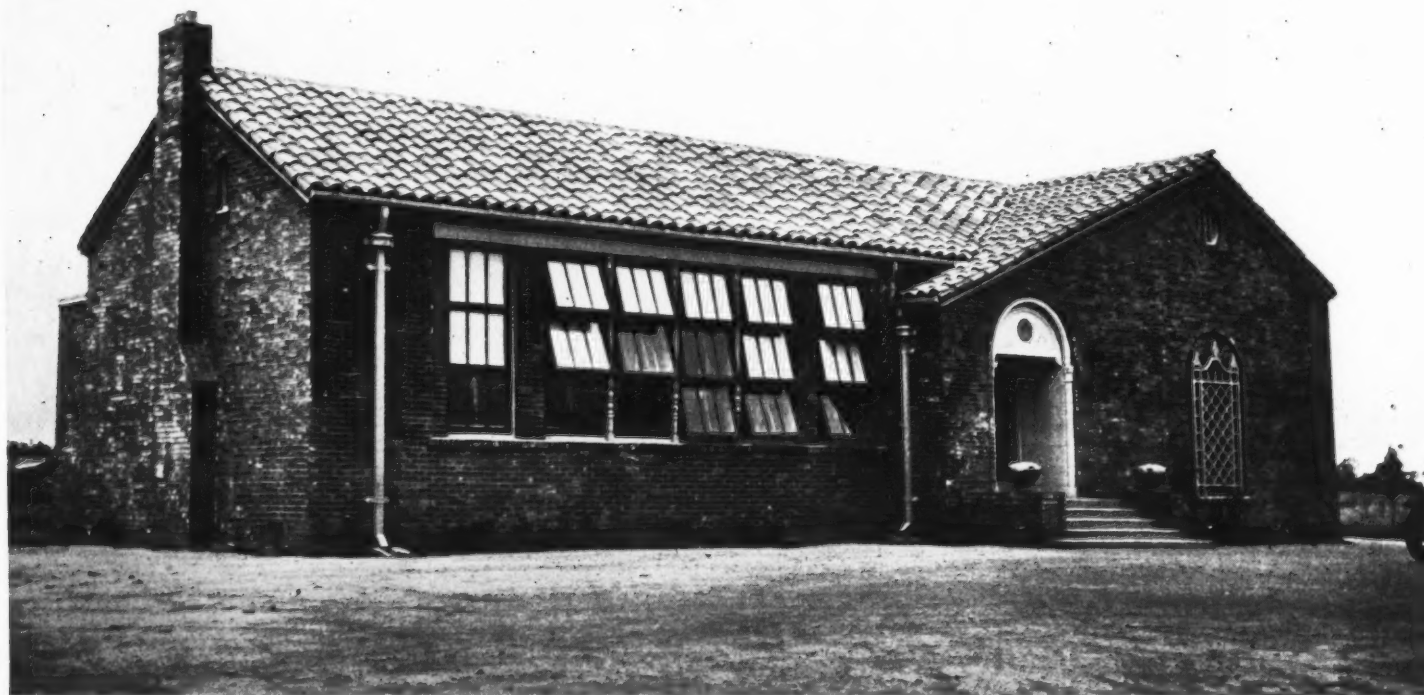
The building contains, at present, two classrooms, but is arranged to later permit the addition of further classrooms at the rear. The building is of frame construction, which is desirable because of climatic and earthquake conditions. The exterior is veneered, with select common brick. The roof is covered with tile, and the windows are of the universal awning type; the exterior and interior wood trim is of redwood, and the floors in the classrooms are pine. The corridors and toilets have cement floors and wainscots, and plaster walls and ceilings. The classrooms are plastered and painted and are fitted with slate blackboards, cork-carpet bulletin boards, and built-in bookcases.

The toilet rooms are fitted with standard washbowls, toilets, and urinals, heavy-duty flush valves, and steel toilet partitions.

The building was designed by Messrs. P. L. Dragon and C. R. Schmidts, architects, of Berkeley, California.



BEN ALI DISTRICT SCHOOL, NORTH SACRAMENTO, CALIFORNIA
P. L. Dragon and C. R. Schmidts, Architects, Berkeley, California.



BEN ALI DISTRICT SCHOOL, NORTH SACRAMENTO, CALIFORNIA
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Hold National School-Board Conference

A well-attended national conference of members of boards of education, held recently during the convention of the National Education Association in Chicago, discussed school-budget practices and the maintenance of school morale.

The first meeting on July 5 was addressed by Mr. S. L. Wozniak, president of the board of education of Hamtramck, Michigan, who outlined from his experience in Hamtramck, a plan for developing school budgets on the basis of an essential educational program, a sound educational philosophy, and a continuing study of the local school situation. Practical aspects of the administration of the budget were presented in a fearless paper read by Mr. Paul C. Stetson, superintendent of schools at Indianapolis, and president of the Department of Superintendence. The paper will be found on another page of this issue.

The closing address was a discussion of the important problems of managing and protecting school funds. This subject has been intensively studied by Dr. H. H. Linn, assistant superintendent of schools in charge of business affairs, Muskegon, Michigan. In his paper before the conference, Mr. Linn said:

Protecting School Funds

School funds are subject to many hazards of control that may result in their loss or diversion from the purposes for which they are intended. Many of these hazards are due directly to the political control over these funds. School-board members who determine the fiscal policies, and other public officials who carry out the policies are usually either elected to their positions by popular vote or are appointed by politically elected individuals or groups. Under these conditions, public officials may secure important offices although they may be neither fit nor fitted by training, ability, experience, or character to assume the responsibilities. Also the diversification of local school control in this country, with something like 150,000 school districts and nearly a half million school-board members, interferes with the development of sounder policies and better fiscal procedures. Furthermore, there is a mass of legislative enactments designed to direct and restrict the fiscal policies and procedures controlling the school funds, but many of these are obsolete, or weak and ineffective. Some present statutes actually work against the proper control of school funds and condone improper practices. Finally, school funds, like other public funds, are often poorly managed because of the general indifference on the part of many public officials who pay less attention to the management of the public funds than they do to their own private affairs.

A board of education desiring to set up a comprehensive program for safeguarding the school funds should consider the following provisions:

1. A complete and well-developed system of financial accounting.
2. An annual audit of financial accounts by competent auditors from outside the regular school system.
3. A well-rounded program of publicity that informs the general public not only how the school funds have been spent and handled, but also how the officials propose to spend the monies in advance.
4. The bonding of all individuals directly responsible for the proper care and management of school funds, and by whom an act of negligence or wrongdoing may result in a monetary loss to the school district.
5. The development of, and adherence to, a carefully worked-out financial budget.
6. The selection of a strong depository with adequate security for the funds deposited therein.

School Publicity

The second day's conference was presided over by Mr. W. F. Confrey, president of the Illinois School-Board Association, La Salle, Illinois.

In the opening address, Prof. A. B. Moehlmann, of the University of Michigan, outlined the present functions and relations of school boards as these have been modified and brought into relief through the depression. In our democratic form of government the board of education is a legislative body which is expected to represent the community and to promote its welfare. Primarily, the board must be intelligent so that it may interpret with confidence what the people want. The members require exceptional courage, poise, and honesty. As a representative organization, the board of education is a buffer to protect the schools from the unreasoning emotional mob on the one hand, and from the ill-advised or too advanced educational specialist on

the other hand. The board must always act as a balancer and stabilizer by having, first, full knowledge of the community, its needs and its abilities, and second, by securing the full cooperation of the teachers and the administrative staff.

Publicity of school affairs is essential to the success of any board of education and its program. The board must establish confidence by holding open business meetings and by promulgating open policies. Its statements to the public and its explanations of school projects and affairs must be written in the simplest language that will be understood by the average man. It is desirable that all problems which come before the board be solved by the use of the discussion technique. A board of education's only permanent evidence of its actions and procedures is to be found in clear records of meetings and complete financial accounting. An excellent means of satisfying public curiosity concerning expenditures is the annotated tax bill which uses the technique of the annotated bank statement to make clear the several costs of school services. The board of education should consider itself the harmonizer of public opinion in carrying forward the program of public education in an intelligent, progressive manner.

School-Board Ethics

The second paper of the afternoon was read by Mrs. James Mehan, member of the board of school directors at Milwaukee, Wis. She pleaded for higher ideals in the conduct of school business:

Some of the unethical practices in which boards and their members engage are probably due to a lack of understanding of the proper course to be pursued, while in others it represents a case of yielding to the temptation to place the welfare of some politically minded individual or group ahead of that of the children and their parents. Very often the party concerned is the board member himself. He hopes to benefit either directly or indirectly from some bit of favoritism shown, even though his gain is the children's loss. It very often happens that a newly elected board member feels that he has a special mission to perform as the chosen representative of some particular group or interest which was instrumental in securing his election or appointment. If chosen from a ward, he is likely to feel that his first obligation is to his ward supporters rather than to the children of the entire school system. It may be that certain interests in a section are demanding the erection of a new school or the purchase of a certain site in order that friendly real-estate promoters may be relieved of some of their burdens. Any member of a board who caters to those who have special interests, instead of placing the interests of all the children of the entire school system first has no business on an American school board. His field is politics and not educational service to children.

The true functions of a board of education are so special and so different from those of the ordinary political body that it is really necessary through experience on the board to prepare properly to perform them. The early years of service on the board might be recognized as a training school for valuable future service to the educational system. The intricacies of a large school system are such that no member can hope to become familiar with all that is expected of him short of a year's service. The only manner in which a member can be prepared to perform his duties properly when the board is in session is through the knowledge of the detailed proceedings before the committees which are studying the particular issues recommended to the board for action.

Policy Functions of the Board

The position of a board of education is similar to that of a board of directors of a great corporation. Its members are not the executive officers but form the policy-making board which lays down principles under which its salaried experts are authorized to administer the affairs of the corporation. The board of directors of a corporation passes upon the policies proposed by its president or general manager and his staff. It requires its executive officers to submit the fact upon which they base their recommendations for changes in policy and approves or disapproves the proposals in the light of all the evidence.

A board of education, like a board of directors, functions only when in session. No member of the board should attempt to function as the board or for the board. Our hired executives are paid to do all the interim business and theirs is the full responsibility to function for the board when it is not in session. If they do not execute our formal enactments, the cure is certainly not to be found in the interference by in-



MISS JESSIE GRAY
Grade Teacher, Philadelphia, Pennsylvania,
President, National Education Association.

dividual board members. That way lies chaos for them and for us. Individually, the members of the board of directors of a corporation, or of a board of education, have no authority and are powerless to issue executive orders. This is a fact which members of school boards sometimes forget.

When board members attempt individually to perform the functions of the board, they cannot fail to interfere with the smooth operation of the school system. If not effectively checked by the board itself this practice is likely to result in intimidation on the part of teachers, principals, and superintendents. Each individual member of a board of education needs to realize that he is elected to vote on matters which properly come before the board as a whole, and that he is not elected for the purpose of interfering with the work of the schools by attempting to dictate what teachers and the administrative staff shall do.

The Superintendent's Job

Board members need to recognize at all times that their function is legislative, and not administrative, that administration rests with the superintendent who is the chief executive officer. They need to remember that the board's business is to consider proposals which the superintendent brings before it, to require of him that he submit the facts upon which he bases his recommendation, to report upon the condition and progress of the schools, and in the light of the facts to determine the policies which shall govern the administration of the schools. By so doing they will insure a better system of schools for the children and greater economy in the use of the taxpayers' money.

In deciding matters of general financial policy, such as the total budget for school operating purposes, the budget for new buildings and bonds, the tax levy to be requested, or tax legislation to be sought, they will need to pass upon scores of educational and financial questions of a more specific nature. They must decide such questions as the schedule of salaries to be paid, the minimum and the maximum, the annual increments to be allowed if any, and the allowances to be made for various degrees of preparation which teachers may have above the minimum qualifications. They must decide upon the scope of activities to be financed by the educational program, whether they will continue to support kindergartens, night schools, summer schools, and social centers or whether they will make adequate provisions for the education of children requiring special attention, such as the blind, crippled, deaf, and retarded. They must decide whether they will permit the opening of new schools recommended by the superintendent, or whether they will consent to include an item in the budget for the erection of a new building for a particular school. Each of these matters involves questions of educational policy as well as questions of finance. They concern both the children and the taxpayer. When the board is considering the annual budget it is considering the question of the educational advantages which the citizens of the community shall be asked to provide for their children. Passing upon such matters is worthy of the best efforts of any board member.

Boards Must Face Responsibility

While it will be argued by some that it is the business of the superintendent to decide many of these

(Concluded on Page 55)

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

The National Industrial Recovery Act and the School Interests

THE national industrial recovery act now being put into operation throughout the United States will affect the school interests. The act aims to serve as an aid in the public projects obviously necessary, and to regulate allied industrial enterprise. The one contemplates the construction of schoolhousing, where the imperative need is well established, while the other will affect the commercial relations which school systems from time to time engage in.

The educational interests ought to welcome timely and needed financial aid and a departure designed to stabilize commerce and industry and establish a more equitable relationship between producer and consumer. Education and science have made their contribution to industrial and commercial efficiency of a modern day, but no one will hold that the job is either completed, or that it cannot be improved upon.

The school authorities have stood in the attitude of the consumer. They engage in the planning and construction of school buildings. They are in the market for school supplies, furniture, textbooks, and an array of paraphernalia used in and about a school plant, and all they ask for the money they expend is an honest and serviceable article at a reasonable cost. So much for the school side of the question.

The industrial and commercial side bears an economic relation to the educational interests which cannot be ignored. The prosperity of the manufacturer, the producer, and the distributor cannot be taken too lightly. The material well-being of society, as a whole, is reflected in the support upon which the schools must rely. This fact has been brought home to the school authorities in recent years with more than ordinary force and conviction.

To hold that when the school authorities have struck a bargain in the purchase of supplies and textbooks, when the producers and distributors of these aids to education have lost rather than made any money in the transaction, does not spell a wholesome situation. Nor has anybody in reality benefited in a deal which has involved a loss to the producer who employs labor, raw materials, capital, and credit.

The national industrial recovery act primarily contemplates proper compensation to both capital and labor. It proceeds upon the thought that he who sells far below an equitable production cost is doing greater harm than he who exacts an exorbitant price. The former may manage to get by, as the street phrase goes, by depriving labor of its just compensation, leaving his creditors in the lurch, or skinning a contract. The unfair competitor, who breaks down prices, may thereby benefit the few, but it is certain that he has injured the many.

The new act permits producers in allied industries to get together upon a basis of equity and fairness to all concerned. That implies an understanding on the purchase of raw materials, the employment of labor, overhead costs, marketing conditions, prices, credits, and the like. Such agreements are subject to governmental approval. The purchaser is called upon to pay the right price—a price that contemplates a proper compensation for the labor involved and a reasonable earning on the capital invested. In brief, society pays an honest price for what it gets—no more and no less.

The history of the school-supply and furniture industry reveals the fact that the genius of invention and mechanical skill have made a marvelous contribution toward the efficiency of the school service. And yet it does not appear that the industry has met with the ma-

terial reward to which it has been entitled. The number of financial failures is greater than the number of financial successes.

The school interests are concerned in securing adequate service at an equitable cost, and with that thought in mind may welcome any departure in the industrial field that will rehabilitate the same to normal conditions. The destinies of popular education are intimately interwoven with the nation's economic pulsations. There is no escape from that contention.

Referring finally to that part of the recovery act designed to serve in the direction of capital investment, namely, to come to the rescue where an imperative need for more schoolhousing exists, school authorities are cautioned to proceed with comprehension, circumspection, and precision. In every state there will be advisory boards whose business it will be to determine upon the expediency and necessity phases of public projects. In brief, those who desire to avail themselves of federal aid must have their cause and case well in hand.

Citizenship Service on School Boards

THE burdens and compensations which attend board-of-education service frequently becomes the subject of discussion here and there on the part of the public press. The editor of the La Porte (Ind.) *Argus*, recently arose to speak his mind by starting out to say that "any individual accepting a school-board membership must prepare to make sacrifices of his time and energy, or be confronted with a conscience which tells him he is doing a slovenly job."

Interested as he is in community welfare, he contends "that persons of outstanding ability and understanding should be selected as members of the school board." And then adds:

"Having accepted the place a school-board member should be ready to face the music, of which there is an ample supply. Most of us, usually speaking from deficient information, think we know how schools should be operated. We do not hesitate to tell school authorities wherein they err. Balancing criticism and suggestion against their own judgments is a difficult task for school-board members. Most of them try to do this conscientiously. The board usually reflects, rather accurately, what the community thinks and what it wants in schools. Our duty is to see to it that capable persons are persuaded to make the sacrifice to serve and then that our suggestions be more constructive than critical."

Under the caption of "Thankless Tasks" an editorial has been making the rounds of newspapers printed in various parts of the country. It reads as follows:

"A gentleman who served a term on the school board of a certain town, remarked that it was an extremely thankless task. No matter what they did in the effort to please the people, he said, they found half or more of the town against them, complaining and criticizing.

"That is one reason why people who are well qualified to manage the affairs of a community, will often refuse to take such offices. They feel they can't be bothered with incessant criticism and unreasonable demands. Of course, such officials must expect reasonable and constructive suggestions and criticisms. But faithful service should be given warm appreciation, and when such officials perform their duties well, they should be given hearty praise."

The subject is not particularly new or startling. The citizen who accepts school-board honors must expect to share in all the burdens, annoyances, and vicissitudes that attend the public service. The public mind like that of the single individual, is likely to drift into an irritable and unreasonable mood. The vociferous and disgruntled taxpayer will here and there come to the surface.

But it usually follows that the rank and file of the citizenship is more likely to be guided by the thoughtful and conservative element. It passes upon the school administrative deliberations with an understanding of the exigencies and difficulties that must be encountered, and does not fail in the matter of recognition for a service well performed.

The citizen who accepts school-board honors with a full appreciation of its annoyances and hardships must primarily be actuated by a sense of patriotism and loyalty. He must realize that he is making a contribution to the progress of his time, his community, his country.

The finest compensation that comes to him must be found in the consciousness that he is fulfilling a duty of citizenship which involves not only high character but also exceptional ability. With a lofty purpose in mind and an objective clearly focused, he will not become discouraged over obstacles and difficulties. He will discriminate between the trifling and the important, the minor and the major, and hold to the task he has set for himself. Backyard gossip will not stampede him from the course he has outlined for himself and the public service to which he has dedicated his time and talents.

The Newly Elected Board of Education

A SCHOOL election is followed by the creation of a new board of education, frequently with new members and new president, and the appointment of new committees. If the school election was attended with an issue as to policies and candidates, or in any way has involved a spirited contest, the interest finally centers upon the effect of the organization of the new board. Who will be chosen president? Who will secure the committee chairmanship? What policies will obtain?

The results of a school election frequently constitute a censure upon the policies of the old school board, or seal the defeat of a candidate for reelection who had displeased a fraction of the citizenship. The wrongs committed by a former board must be corrected. Old policies must be replaced with new policies by the incoming administration.

The transition from one board of education to the next one usually invites comparisons. Thus in commenting upon the entrance of a new school board at Duluth, Minnesota, the *Free Press* of that city recently said:

"From the standpoint of personal qualifications and their records as citizens, it must be admitted the voters could not have made any better choice than they did. It is our firm conviction that the affairs of the local public schools are just as safe in the hands of these members as in the majority of the old board. They will never do anything which they do not know is for the best interests of the public schools and the people who support them, unless we have misjudged them entirely.

Expressions such as this are typical of the attitude of both press and public in most American cities. During the heat and contention of a school election things are said and done that fade into thin air by the time a new administration has come upon the scene. Those who have committed themselves too positively in any one direction are likely to find themselves in an embarrassing situation. The new members-elect may find that things were not quite as bad as he believed them to be, and may be obliged to revise his approach to the task in hand.

Citizens may differ quite radically as to the policies that should govern a school system, more particularly at a time when the country is in a disturbed economic condition, but the right and wrong of things usually come to the surface in due time and in the proper place. The building of a modern school system is not the work of a day, or the creation of a single individual. It represents the accumulated thought and effort of many years and many minds. Thus, whatever may be said of reforms and changes or preëlection promises, it remains that radical departures are not expedient or desirable. Every period presents its own problems, it is true, but it also follows that the modern board of education is an institution which is not susceptible to extreme reversals either of policy or procedure.

It usually develops that an outgoing board was not altogether wrong in its methods and approaches to the problem of school administration, and that the incoming body cannot consistently revolutionize things. Real progress is always in order, but every step taken must be preceded by ample thought and deliberation, and every problem demands its own solution in the light of attending conditions and circumstances.

Deadlocks in School-Board Deliberation

A DEADLOCK may be likened to a neck-and-neck race where the outcome is in doubt until the last minute. In the field of school administration deadlocks are of frequent occurrence, varying only in

the several degrees of endurance and duration. The school committee (school board) of Lowell, Massachusetts, recently staged a deadlock that possessed more than ordinary tenacity and persistence. The contest centered upon the election of a superintendent of schools. Several candidates were under consideration. The committee consisted of seven members, requiring four votes for a choice. After holding several sessions, and taking 94 ballots, no choice was obtained.

The tendency of the day is to cling more closely to the breadwinning occupations. Schoolworkers slated for dismissal are more inclined than ever before to resist adverse action. Their friends resort to petitions and protests. Public sentiment is aroused, and the school authorities are asked to do things which in their judgment ought not to be done.

It may be said that deadlocks at best are unfortunate. They engender bitterness and animosities, and usually leave the victor in an unenviable position. Whether they deal with the presidency of a board of education, or the choice of a superintendent of schools, they cast shadows which are not so readily dispelled.

In saying this there is no thought of criticizing those who engage in a deadlock. Such contests, it must be assumed, are based upon an honest difference of opinion, and afford a test of the sincerity and will power of those who engage in them. At any rate, they do not make for that harmony and cooperative attitude upon which all deliberative action rests.

The Woman Member of the Board of Education

THERE was a time within the past four decades when the woman school-board member was something unusual in the school-administrative horizon. Her entrance upon the scene was regarded somewhat in the nature of an experiment. Would she lend herself to that calm deliberation and matter-of-fact attitude which characterizes the modern board of education? Would her approach to administrative problems be temperamental rather than wise and judicial? Would she maintain poise and dignity in time of a heated debate? These and other questions were asked.

Within recent years, the woman school-board member has become an accepted factor in the school-administrative service. She is no longer regarded as an experiment. With the dawn of woman suffrage, the advent of women in the public service was greatly stimulated. The field of school administration was particularly suited to the interests and tastes of woman. She had demonstrated her fitness for classroom labors, and could now demonstrate her ability in the executive field.

A civic luncheon was given recently in Cincinnati, Ohio, in honor of Mrs. Emma W. Fillmore, who had served as a member of the board of education of that city for a period of over twelve years. The occasion brought into view the place of woman in the field of popular education. It pointed to the fact that the duties of a board of education bring into play in a vital manner an obligation of the community in which women, and especially mothers, should be concerned.

Among the speeches delivered on this occasion was one which outlined the transition from that period when school boards assumed personal responsibility for operating the school to the day when authority had to be delegated. "At this time," said the speaker, "a board member must be content to determine the general policies which are to control the operation of the schools and leave to experts, superintendents, principals, and teachers, the immediate responsibility for carrying these policies in the various schools."

Mrs. Fillmore has shared with other members of the Cincinnati board of education in realizing the significance of this new conception of school-board membership. In brief, this woman member has demonstrated, as have other women members in many cities, towns, and villages, a comprehension of the purely policy phases of her task, and the required ability to deal with them.

While the tribute here implied concerns itself with the school-board record of one woman, it may well be extended to the thousands of women throughout the United States who, in an unostentatious and sincere way, are contributing their time and talents to the dignity, prestige, and efficiency of the school-administrative service.

Building Up a Teaching Staff for the Junior High School

James Newell Emery, Principal, Potter School,
Pawtucket, Rhode Island

One of the indubitable weaknesses of the traditional eight-grade grammar-school system was personnel of the teachers of the upper grades. The teachers of the seventh and eighth grades, in a substantial majority of school systems, have attained their positions by a sort of seniority. The typical teacher in these schools began her service in primary grades, or wherever the first vacancy occurred. Unless she showed some special aptitude, the tendency was to keep her two or three years in that grade. A vacancy eventually occurred in the next higher grade, and she was moved on to fill it. The process was repeated, with variations, so that gradually, unless marriage removed her from the teaching system, she found her place somewhere about the seventh grade after anywhere from ten to fifteen years of service.

Consequently we find in the seventh and eighth grades a large proportion of teachers who have acquired those positions mainly, if not solely, on account of length of service; teachers of maturity in age, if not from any other standpoint. Unfortunately, the teacher of this type has not always grown in breadth of vision commensurate with her experience. She has grown *set* if not *st* in her ways; she has often acquired an overwhelming idea of the value of minor things; she is too often out of sympathy with the special problems of the boy or girl just starting on the bumpy road of adolescence; she misunderstands many of her pupils, and is in turn misunderstood by them. Above all, she frequently feels so secure in her position, because of the length of her term of service, that she is even unwilling to modify any of her views or improve herself either professionally or in the qualities of human nature in which she may be conspicuously lacking.

There are exceptions, many of them, fortunately, but often arising either because of some special aptitude, plus some unusual opportunity which happened to come up for the fortunate girl.

The ninth grade brings out another type of teacher. This being the first year of the usual four-year high school, the girl just out of college, with a degree, but with comparatively little teaching experience is assigned to the freshman class on the cheerful theory that she can do the least harm and can best acquire her experience there, fitting herself for greater responsibilities and subsequent promotion.

If the junior high school has done nothing else, it has performed a real service in breaking up this traditional caste system.

The Right Procedure

What procedure shall we follow in selecting our staff of teachers for the newly formed junior high school? How shall we choose our teachers after the school is established, and vacancies occur, or as the demands of increased enrollment make a larger number of teachers necessary?

The natural impulse in starting a junior high school for the first time is to take over, from the corps of the seventh, eighth, and ninth grades under the old system, such teachers as are willing and able to adapt themselves to new methods and conditions. There are certain teachers who, on account of striking personality or lack of it, or unwillingness to take up the departmental idea, or for other good and sufficient reasons, will be naturally eased down to the elementary grades. For the nucleus of the new teaching staff, however, the seventh- and eighth-grade teachers are generally sought.

The selection of teachers for the ninth grade, however, presents especial problems. The teacher of the high-school group looks on the junior-high-school position as a step downward, a demotion, both from the standpoint of professional prestige and salary, and possibilities for promotion and advancement. It seems quite natural, therefore, to step up, from the seventh and eighth grades, the teachers of proved ability and personality, who are capable of teaching ninth-grade subjects. Experience

in handling pupils, a strong personality, and continued professional study will stand these teachers in good stead.

After the new junior high school is started and well on its way, where shall the superintendent get the additional new teachers? There are possibly three major sources; from those specially trained in the normal school or college; by promotion of specially capable fifth- and sixth-grade teachers; and from other school systems.

The Teacher's Qualifications

While training is undoubtedly one of the basic essentials of the successful junior-high-school teacher, the matter of personality is another that is equally, if not even more important. Among the long list of personal qualifications of the junior-high-school teacher may well be listed the following: (1) knowledge of the subject taught; (2) thorough and adequate preparation, so that the teacher may teach with authority; (3) sympathy with boys and girls of the adolescent age; (4) fairness and personal honesty; (5) cleanliness of mind and person; (6) common sense; (7) enthusiasm; (8) ability to win and retain the respect of pupil and fellow teacher; (9) a well-balanced sense in dress and personal activities.

L. V. Koos strikes a significant note when he declares that "pedagogy with meager scholarship in subjects, and extended training in subjects with meager training in pedagogy, are both incommensurate to the task, especially when neither pedagogy nor scholarship have been planned with preparation for teaching in this institution in mind."

The following problem is a typical one which arises in many schools. A teacher of Latin is needed for a large new junior high school. The available candidates are narrowed down to two. Miss A is a teacher of some ten years' experience, all but one in the eighth grade, including a year's teaching exploratory Latin in a departmentalized eighth grade. Her personality is exceptionally strong, and her record as a grade teacher is uniformly and unusually successful. Her preparation, however, includes only the usual secondary-school training in Latin, plus her regular normal-school course of two years and a half, supplemented by a summer-school session at a New England university.

The other candidate, Miss B, is of rather indifferent personality, a university graduate, with an A. B. degree. Just out of college, her only experience in teaching, save for the usual practice teaching, is less than a year of substituting in various grades in the elementary schools in the city. The position to be filled involves the teaching of ninth-grade Latin, with a substantial number of students who will probably continue to take the subject for college entrance. Which teacher can be depended upon to lay the most satisfactory foundation for first-year Latin? Which teacher will be the greater asset to the faculty of the school? The answer is obvious.

Teachers for Special Subjects

The selection of the teacher of certain special subjects presents a problem in itself. For the de-

Discipline is a necessary restraint on behavior for some specific good purpose. I would go farther. Discipline is the willing acceptance of a necessary restraint upon behavior. The aim of the old discipline was to insure a definite kind of behavior, silence and immobility in the classroom, for instance. That is a comparatively easy goal to achieve. It requires no professional skill to keep a roomful of children quiet, or to force them to face one direction, or to have them march out on tiptoe. And it does little good. Much more difficult is it, however, to secure children's willingness to curb a natural activity for an understandable worthy end.—Hughes Mearns.

partment of music, for example, it may often be possible to employ a teacher who has exceptional ability in teaching chorus singing, voice, or instruments. The printing department may avail itself of the services of a man who has had valuable practical experience in a printshop. The same is true of the electrical or machine shops, and it is sometimes possible to secure a man or woman for the physical-education department who has had valuable training and experience in the conduct of private gymnasium classes, boys' clubs, or similar boy groups. Yet the professional pedagogical training of these otherwise capable instructors, even those of high-grade personality, may be of the sketchiest. How much consideration should be given to them? Would it be better to fill up the department with teachers who have had some smattering of training in these lines, but whose professional preparation would satisfy the most exacting requirements?

A good printer, a cabinet- or patternmaker, or an electrician of the high-grade type who would be considered as competent to instruct boys and girls, is often capable of making much more money in the practice of his trade. What are the reasons which impel men of this type to take up work in schools at often somewhat less salary?

Among the causes which direct them toward the classroom are those of somewhat easier hours, steadier salary, and increased prestige. The capable electrician or woodworker may command six to ten dollars a day, and possibly secure two, three, or four days' work a week, depending on weather conditions, the amount of employment, and varying local conditions, facing also the possibility of days and even weeks of unemployment. He is paid by the hour of the day for the time he actually works. In schoolwork, the salary, even if less per day, is steady, and he knows not approximately, but almost exactly what his monthly or yearly income will be.

Training in Service

The increased social prestige also acts as a powerful lure. He is lifted out of the mechanic class into a professional group. He is working for a salary instead of wages. He is a teacher, not an artisan. Hence it is frequently possible to secure capable men and women of this nature at the salary which a school department can pay. Teacher-training in service along professional lines, which should be required through extension and summer courses, will solve this problem to a substantial degree. It must always be taken into consideration that the type of man or woman secured for these specialized classes should be of a good type of general education, that he must be clean, inspiring, and forceful; that he possess the qualities of leadership; and that he be willing and desirous to improve his professional training.

These same personal qualifications must be exacted of all teachers in the junior high school. Whether trained thoroughly, and with slight experience, or with capable experience and meager training the teacher must continue to improve by steady training in service. Extension courses, summer-school courses, lecture and special training courses, and individual professional reading are some of the means by which the teacher who really desires to improve herself may make herself a better teacher, without sacrificing her daily work in the classroom.

The spirit of the school is what makes or breaks it. Not the building, with its modern devices and its wealth of equipment; not merely the inspiration of large groups of pupils; not the clubs and bands and orchestras and school papers—all these things help. The one requisite above all other things is a high ideal of leadership that must pervade the entire school faculty from the principal down. None but the very best teachers and the best school spirit must be considered, if we are to make the junior high school the outstanding success in the world of modern education that the public is demanding at the present day. So the problem of building up an adequate junior-high-school staff is a man-sized job, one which challenges the administrative skill of the best school executive. And the right sort of administrator will gladly meet the challenge.

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SCHOOL LAW

School-District Property

Where the funds provided were on hand when the contracts for the erection of a school building and for furnishings were made, it was no defense that afterward obligations were entered into whereby the aggregate obligation of the district exceeded the available funds.—*Rector v. Consolidated School Dist. No. 3 of Platte County*, 58 Southwestern reporter (2d) 785, Mo. App.

A provision of the subcontract for sheet-metal work in the construction of a high-school building annex that the architect should decide disputes arising under the contract was held valid.—*School Dist. of Independence ex rel. Whalen v. Wilcox*, 58 Southwestern reporter (2d) 1009, Mo. App.

Where a school-building contractor's bond guaranteed a contractor's performance of the contract attached and the contract required the contractor to execute a statutory bond, the bond guaranteed the claims of laborers and materialmen (N. Mex. complete laws of 1929, § 17-201 et seq.).—*Southwestern Sash & Door Co. v. American Employers' Ins. Co.*, 20 Pacific reporter (2d) 928, N. Mex.

A school board's failure to retain the percentage required as construction progressed did not release the surety to laborers or materialmen (N. Mex. complete statutes of 1929, § 17-201 et seq.).—*Southwestern Sash & Door Co. v. American Employers' Ins. Co.*, 20 Pacific reporter (2d) 928, N. Mex.

That a school-building construction contract and other contracts for other things aggregated an amount exceeding a bond issue voted did not invalidate a building contract within the amount of the bond issue.—*Rector v. Consolidated School Dist. No. 3 of Platte County*, 58 Southwestern reporter (2d) 785, Mo. App.

A school district was held not liable for injuries to a student, on whom stage scenery "flats" fell because of a fellow student's negligence in carrying out an instructor's request (Calif. school code, § 5, 770).—*Hack v. Sacramento*, 21 Pacific reporter (2d), 477, Calif. App.

A school district cannot be sued for injuries caused by students' negligent acts, though committed in carrying out an instructor's request (Calif. political code, § 1623, as amended by the statutes of 1923, p. 298, school code, §§ 2.800 to 2.804).—*Hack v. Sacramento*, 21 Pacific reporter (2d), 477, Calif. App.

The board of education of a school district was held

without authority to pay for medical services rendered an injured pupil, except for first aid in an emergency (W. Va. code of 1931, 18-5-9, 13, 22, 23, 34).—*Jarrett v. Goodall*, 168 Southeastern reporter 763, W. Va.

School-District Taxation

A school district could pay for the furnishings of a school building out of any unappropriated fund not raised for specific purposes.—*Rector v. Consolidated School Dist. No. 3 of Platte County*, 58 Southwestern reporter (2d) 785, Mo. App.

A school board must make an estimate of monies to be raised for school purposes, taking into consideration any other sources of income (Fla. complete general laws of 1927, § 561).—*Board of Public Instruction of Okaloosa County v. Kennedy*, 147 Southern reporter 250, Fla.

A school board, in making a budget, should take into account a judgment rendered against it on an obligation lawfully incurred in previous years (Fla. constitution, art. 12).—*Board of Public Instruction of Okaloosa County v. Kennedy*, 147 Southern reporter 250, Fla.

Where the letting and execution by a district board of school inspectors of contracts for the improving, repairing, and building of additions to certain of the district's school buildings were valid and legal, the mere fact that, in the course of the work, the contractors, at fair prices and without any fraud, collusion, or previous understanding, purchased cut stone and other materials to be used on the school buildings from a corporation in which one of the school inspectors was a stockholder and officer did not render such one of the inspectors financially interested, in violation of the law, in the school-building contracts, and retroactively invalidate the latter, so as to entitle a resident taxpayer of the district to enjoin the school board from making further payments to the corporation for materials furnished and to have an accounting and refund by the corporation and the contractors of payments to the corporation already made.—*Henschen v. Board of School Inspectors of School Dist. No. 86*, 267 Ill. App. 296.

Evidence in a suit to enjoin the authorization to install a specified heating system in public schools established that plaintiff owned no property in counties where the systems were authorized, and hence could not sue as a taxpayer.—*Harnett v. Edmonston*, 185 Northeastern reporter 426, Ohio App.

A plaintiff could not sue to enjoin industrial-relations director from authorizing bids for specified heating system in public schools, where the acceptance of bids rested in the local education board's discretion, and the plaintiff had no property in counties where the bids were authorized.—*Harnett v. Edmonston*, 185 Northeastern reporter 426, Ohio App.

A taxpayer in an equity proceeding must show that some act is about to occur which will result in some material injury for which he has no other adequate remedy.—*Harnett v. Edmonston*, 185 Northeastern reporter 426, Ohio App.

A plaintiff suing to enjoin authorization to install a specified heating system in the public schools is not entitled to relief, unless he has been or will be injured.—*Harnett v. Edmonston*, 185 Northeastern reporter 426, Ohio App.

SCHOOL FINANCE

♦ Milwaukee, Wis. Mr. Philip Lucas, director of welfare, has estimated that there will be no great increase in the cost of the schools due to a change in the school law. Under the law, children under 16 years, who are not high-school graduates, must attend full time either a high or vocational school. The Vocational school must provide for full-time attendance instead of two days for those who attend that school.

♦ Minneapolis, Minn. The school board has prepared a tentative budget, calling for expenditures of \$6,500,000, which is a reduction from the estimate of 1932. The saving is to be effected by a cut in the school personnel and other proposed economies in operating expenses.

♦ Moline, Ill. The school board has adopted a budget of \$481,000 for the school year 1933-34, which represents a reduction of \$83,000 from the estimate of last year. The reduction includes a cut in teachers' salaries of approximately \$38,000, and a similar cut for janitors.

♦ Akron, Ohio. The school board has approved a tentative budget of \$2,905,034 for the year 1934, which is a substantial reduction from the estimate of \$2,980,743 for 1932-33. The adoption of the figure means that the schools face an operating deficit of \$501,052, due to the fact that the expenditures exceed the receipts.

♦ Laredo, Tex. The city council has approved a resolution of the school board, calling for a project survey for \$785,000 for the erection of a high school and other schools. The project survey will be submitted to the National Industrial Recovery Board for obtaining necessary school facilities.

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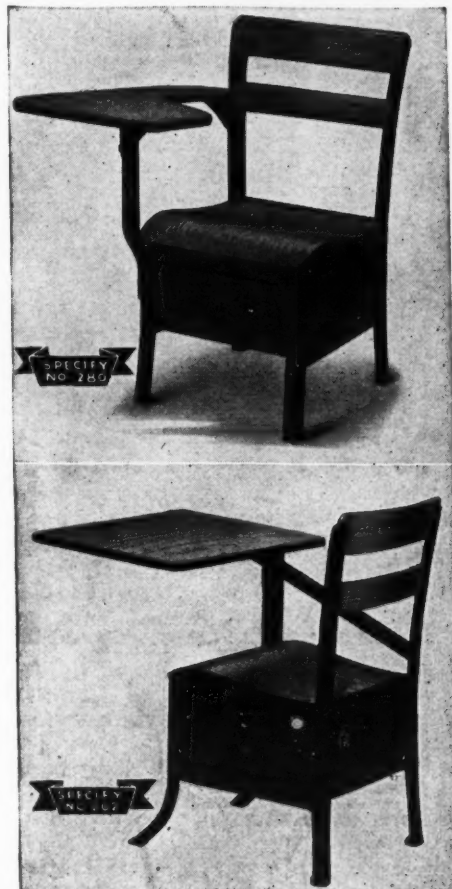
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♦ Lincoln, Nebr. The school board has received suggestions from local citizens that federal construction money be sought for building new schools. It was estimated that the building program would require between one and two million dollars. A bond issue has been proposed for repayment of the federal loan.

♦ Further school aid for city school districts of Michigan is provided under the variable tax bill which has recently been signed by the governor of the state. Under the new law, the county tax commission may allocate up to 10.7 mills on the city proper, or 6.5 to 7.3 mills on portions of a township school district.

♦ Duluth, Minn. The county board of education of St. Louis County has voted to pay off \$200,000 of its outstanding warrants in order to place the schools on a cash basis. The warrants are outstanding as a result of the delinquent taxes in recent years. The board closed the year with a small balance and will endeavor to remain on a cash basis during the next year.

♦ Cleveland, Ohio. Mr. McRae Parker, director of the school board, has given warning that considerable trouble will face the schools unless the board appropriates \$600,000 for school maintenance. The board has contended that only \$300,000 is available for maintenance purposes. Mr. Parker declared that he would cite specific cases where school buildings would have to be closed because the money was not available to repair them.

♦ Lincoln, Nebr. The board of education has adopted a budget of \$1,500,000 for the school year 1933-34. Salary cuts for school executives range from 20 to 33½ per cent.

♦ Houston, Tex. The school-tax rate for 1933-34 has been set at \$1.18. The tax levy for this year will be approximately \$421,095 less than last year.

♦ Tampa, Fla. The public schools of Hillsborough County will be operated nine months during the next year. The budget for the year has been fixed at \$759,275, as compared with \$1,082,818 for last year.

♦ Washington, D. C. The school board has adopted a budget calling for a reduction of \$90,000 in school expenditures from the estimate of last year. The board to date has effected enforced economies which embrace total savings of \$36,380.

♦ Houston, Tex. The school board has voted to make application to the Federal Government for a loan of \$2,100,000 with which to build a university and stadium for the public schools. Under the Industrial Activity Act, 30 per cent of the cost of the work must be donated, and the Government pays 70 per cent.

♦ The Illinois state legislature has passed a bill, which enables the Chicago school board to pay school employees' salaries in full. The bill permits the board to issue \$40,000,000 in bonds without a referendum, the proceeds to be placed in a working cash fund from which the board may borrow to pay salaries.

♦ Springfield, Ill. The school board has made a substantial reduction in instructional expenses through the elimination of nineteen grade teachers.

♦ Toledo, Ohio. The school board has eliminated 59 teachers from the school staff, with a reduction of \$104,580 in the school payroll costs. The board also approved suggestions to include school employees other than teachers in the economy program. These included the elimination of the payroll for September, 1933, the closing of administrative and school offices throughout the year, beginning with July 1, and the giving of one additional month's leave of absence to custodians and school engineers, without pay prior to October, 1933.

♦ Atlantic City, N. J. The regular school program for the school year 1933-34 has been changed in the interest of economy and efficiency. Under the new program, kindergarten classes will be conducted on half time, special teachers will be employed for art, music, and other subjects in the seventh and eighth grades only, vocational schools will be reorganized under one director, cafeterias will be directed by one manager, and classes will be slightly increased in size. As a further economy, a number of teachers have been retired on pension and the services of other teachers will be discontinued on January first next. With the opening of schools in September, the staff will be reduced by approximately sixty teachers.

♦ Richmond, Mo. The school board has completed plans for effecting a saving of approximately \$12,000 in the school budget for 1933-34. A new type of organization has been worked out by Supt. P. L. Collier and his assistants, which reduces the number of rooms in use from eighteen to sixteen, closes one building, and eliminates five teachers. All of the regular school subjects will be retained under the new organization. The new plan will take the form of the platoon system and calls for the employment of better-trained and better-qualified teachers.

♦ San Francisco, Calif. A substantial reduction in the school budget for 1933-34, with a reduction in the local tax rate, is anticipated as a result of the Riley tax proposal, approved by the voters a short time ago. The new law provides that the state shall absorb the entire mandatory appropriation for schools,

toward which the city now contributes \$30 for each elementary pupil, and \$65 for each secondary-school student. In preparing its new budget, the board has included the sum of \$2,500,000 to meet the city's share of the cost under the old law.

With the state assuming the \$2,500,000, the board can either eliminate the entire amount, thereby reducing the tax rate, or it can eliminate a part, placing about \$1,000,000 in the budget for capital outlay. A number of the board members contended that if \$1,000,000 is retained in the budget for new schools for three years, the program of construction turned down by the voters at the recent election could be carried out under the pay-as-you-go plan. It would enable the board to cut the budget by \$1,500,000, with a reduction in the tax rate of 20 cents.

♦ Youngstown, Ohio. A tentative budget of \$4,360,000 has been adopted by the school board for the year 1934. The budget represents an increase of \$11,500 over the estimate of last year, due to necessary repairs to buildings. A substantial reduction in both administration and instruction salaries has been effected as a result of reductions in salaries as well as staff.

CHICAGO SCHOOL COSTS CUT

The Chicago board of education has adopted a budget of \$62,000,000 for the coming school year, involving a reduction of \$5,000,000 in the total proposed costs. The largest single cuts were made through the abolition of the junior high schools, a 50-per-cent cut in the kindergartens, the elimination of the Crane Junior College, and the discontinuance of the parental school and the continuation schools.

The discontinuance of the junior high schools means a return to the old program of eight years' education in the grades and the four-year high-school course. It will affect 4,800 pupils and nearly 1,400 teachers.

The board of education has also reduced the number of assistant superintendents from 5 to 3, and of district superintendents from 10 to 5, and has abolished a number of bureaus and supervisory positions. The lunchrooms will be placed in the hands of managers devoting all their time to this work at salaries not to exceed \$150 a month.

It is expected that altogether 1,000 employees of the schools will lose their positions as a result of the changes. The task of reorganizing the schools and of reassigning teachers to the upper grades has been placed in the hands of Supt. W. J. Bogan, who did not recommend any of the changes undertaken by the board.



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NEWS OF SCHOOL OFFICIALS

- MR. R. W. COOPER, who retired as president of the board of education of Lansing, Mich., on July 1, after serving 28 years on the board, was honored by the janitors of the city school system at a meeting held in the school-administration building. Mr. Cooper was presented with an overnight bag, a letter portfolio, and a booklet giving his history as a member of the board. Mr. George Palmer, superintendent of buildings, made the presentation on behalf of the janitors.
- REV. ROBERT H. MCGINNIS has been elected as president of the school board of Tacoma, Wash., to succeed Dr. John W. Griffith.
- MR. JOHN BERENTSON has been elected as a member of the school board of Anacortes, Wash., to succeed Joe Chitwood.
- MR. C. M. IDDINS has been appointed secretary and business manager of the board of education at Bellingham, Wash. He succeeds Mr. W. D. Pratt, who has completed nearly twenty years of service in the schools.
- MR. ARCHIE H. BOWLBY, business manager of the board of education of Rock Island, Ill., died in a Davenport hospital on June 29, of injuries received when struck by the propeller of a motor boat.
- MR. MICHAEL J. COFFEY, president of the board of education of North Tarrytown, N. Y., retired from that office on June 30, after completing six years of faithful service. During his period of service, Mr. Coffey built up a reputation throughout the county as a supporter of teachers' rights and salaries and became an ardent advocate of school-tax equalization through state support for schools. Mr. Coffey has been succeeded in the office by Mr. Thomas Hughes.
- MR. E. M. BROWN, supply commissioner for the school board of St. Louis, Mo., has been reelected to serve his seventh term in office. Mr. Brown has served as supply commissioner for the past 24 years.
- SUPT. W. M. CHAMBERS, of Okmulgee, Okla., has been reelected for the next school year.
- The school board of Okmulgee, Okla., has reorganized for the school year, with the election of Mr. C. B. STEELE as president, and Mr. JIM PANCOAST as vice-president.
- SUPT. W. W. FENNER, of Cranston, R. I., has been reelected for the next school year.
- SUPT. T. W. SHEEHAN, who recently retired from the superintendency at Peabody, Mass., was presented with a gold watch and a book containing the names of his associates.
- DR. HARRY A. BROWN, president of Illinois State Normal University, has announced his retirement, effective on September 1.
- MR. THOMAS H. FORD has been elected superintendent of schools at Reading, Pa., to succeed the late Miss Amanda Stout.
- MR. HORACE H. BEACH, of Elmira Heights, N. Y., has been elected superintendent of schools at Sayre, Pa.
- MR. H. S. CARROLL, of Granville, Ohio, has been elected superintendent of schools at New Philadelphia.
- MR. E. C. PRESTON, of New Rochelle, New York, has been appointed director of instruction for the public schools of Belmont, Mass. The position is a new one in the schools and will

involve a study of the existing educational program and the formulation of a long-term plan for the improvement of instruction methods.

- SUPT. ERNEST E. OERTEL, of North Tarrytown, N. Y., has been reelected for the next year, with an increase in salary.
- MR. W. D. VINCENT has been elected superintendent of schools at Boise, Idaho, to succeed C. F. Dienst.
- MR. G. C. SWING, of Covington, Ky., has been elected principal of the Withrow High School, Cincinnati, Ohio.
- MR. JOHN J. YOUNG, formerly principal of the high school at Rocky River, Ohio, has been elected superintendent of schools, to succeed W. W. Ankenbrand.
- MR. HOMER C. ELLIS has been appointed acting superintendent of schools at Norwalk, Ohio, to serve during the illness of Mr. C. C. Patterson.
- MR. W. A. GREESON, superintendent-emeritus at Grand Rapids, Mich., has retired from the school service after a service of 41 years. Mr. Greeson will make his home in Kokomo, Ind.
- MR. SAMUEL ENGLE BURR, superintendent of schools at Glendale, Ohio, who was recently reelected for the next year, has been granted a leave of absence for graduate study. Mr. Burr will spend part of his time at the University of Cincinnati and part at Teachers College, Columbia University. Mr. William Slade, Jr., has been elected to serve as acting superintendent of schools during the absence of Superintendent Burr.
- MR. JOSEPH J. WIGGINS, of Kingman, Ohio, has been elected superintendent of schools at Lynchburg.
- MR. E. L. DALY, of New Holland, Ohio, has been elected superintendent of schools at Circleville.
- MR. O. W. LENHARDT, of Youngstown, Ohio, has been elected superintendent of schools at Lowellville.
- MR. BEN WATT, of Princeton, Ind., has been elected superintendent of schools at Noblesville, to succeed O. T. Kent.
- SUPT. J. C. MITCHELL, of Murfreesboro, Tenn., has been reelected for a three-year term.
- MR. A. B. MURRAY, of Plain City, Ohio, has been elected superintendent of schools at Georgetown. Mr. R. C. Fox has been appointed to succeed Mr. Murray at Plain City.
- MR. H. G. SPENCER, of Utica, Ohio, has been elected superintendent of schools at Granville. Mr. L. T. BALL has been appointed to succeed Mr. Spencer at Utica.
- MR. M. B. TRAVIS, of Iron Mountain, Mich., has been elected superintendent of schools at Hinsdale, Ill., to succeed A. F. Cook.
- MR. R. R. MILLER, of Plymouth, Ohio, has been elected superintendent of schools at Bloomville.
- SUPT. C. H. GRIFFEV, of Lancaster, Ohio, has completed his work for a doctor of philosophy degree at Columbia University.
- MR. O. K. PROBASCO has been elected superintendent of schools at Mt. Victory, Ohio. He was formerly superintendent of the Ohio Sailors' and Soldiers' Orphans' Home Schools.
- MR. K. R. LANDSBURG, of Fennville, Mich., has been elected superintendent of schools at Eau Claire, Mich.
- MR. EDWIN L. BOYER, principal of the Bloom Township High School, Chicago Heights, Ill., died at his home on June

26, following a year's illness. Mr. Boyer had completed 25 years of service in the high school. Following his graduation from the State Normal School at Normal in 1892, he became an instructor in the Bloomington High School. In 1896 he was named as principal, a position which he held until he came to Chicago Heights in 1908.

- PROF. CHARLES W. KNUDSEN, of the George Peabody College for Teachers, Nashville, Tenn., has succeeded Dr. Walter S. Monroe, of the University of Illinois, as editor of the "Teacher Training" Series of professional books published by Doubleday, Doran & Co., Inc.
- MR. G. W. GREENE, of Anacortes, Wash., has been elected superintendent of schools at Sedro-Woolley, to succeed C. P. Shangle.
- MR. DEFORE CRAMBLITT, high-school principal at Anacortes, Wash., has been elected superintendent of schools, to succeed G. W. Greene.
- MR. D. R. SMITH, of Upper Sandusky, Ohio, has been elected superintendent of schools at Delaware, to succeed R. D. Conrad.
- SUPT. W. H. MUSTARD, of Kenton, Ohio, has been reelected for another year.
- MR. ALBERT E. WRIGHT, of Weyers Caves, Va., has been elected superintendent of schools at Gibsonburg, Ohio, to succeed W. E. Fauser.
- The school board of Belmont, Massachusetts, has appointed MR. EVERETT C. PRESTON, of New Rochelle, New York, as director of instruction. The new official has a ranking equivalent to that of assistant superintendent and is in charge of the general educational program under the direction of the superintendent.

Mr. Preston will have charge of details of administration, business management, and personal management which have consumed a large portion of the superintendent's time. As director of instruction, he will make a study of the existing educational program and will formulate for approval a long-term plan for the improvement of instruction. He will carry forward changes in the curriculum and will guide supervisors and principals in supervisory work. He will direct the program of testing and remedial instruction, the selection of textbooks and materials of instruction, will assist in recommending changes in personnel and supervisory organization.

Mr. Preston, a man of considerable experience in this field of activity, is a graduate of the Massachusetts State College, and holds degrees given by that institution and Harvard University. He completed his graduate course at Teachers College, Columbia University, in 1930-31. Following his work at Teachers College, he became principal of the Roosevelt School at New Rochelle, New York.

- MR. PAUL H. UNDERHILL, of Mark Center, Ohio, has been elected superintendent of schools of Defiance county, to succeed M. E. Brandon.
- DR. CHARLES C. WARD, formerly head of the teacher-training division of the New York State Education Department, has become principal of the State Normal School at Plattsburgh, N. Y. He succeeds Dr. George K. Hawkins.

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EQUIPMENT — CHICAGO

NEW BUDGET FORMS FOR CALIFORNIA SCHOOLS

New budget forms for use in budgeting and segregating of school expenditures have been worked out by Mr. W. E. Morgan and his associates in the Division of Research of the California State Education Department and approved by Vierling Kersey, State Superintendent of Public Instruction. The purpose of the new forms is to simplify budgetmaking and accounting in the several school districts of the state, and to define more accurately the classification and subclassification of expenditures so that confusion is eliminated in the bookkeeping of the school districts.

The budget forms serve as a basis for a complete revision of the school-accounting procedure in the state. The next step in the procedure, the revision of school accounting forms, will be taken up during the current school year.

In the new form, the segregation of expenditures in high schools has been reduced from nine to six, to comprise (1) administration, (2) instruction, (3) operation and maintenance of school plant, (4) auxiliary agencies and coordinate activities, (5) sundry expense, and (6) capital outlays. In the elementary-school form, the number of divisions has been reduced to two. The chief improvements over the old forms are (1) simplification, (2) accuracy in the naming of the subclassifications, and (3) uniform classification of items among the several districts of the state.

It is the opinion of the state school officials that the simplification of the budget forms and more accurate definitions, for the placement of the budget items will considerably improve the system of accounting of thousands of separate items of expenditure which pass through the school offices in the various school districts of the state.

MR. RECORD RETIRES

Following a bitterly fought campaign in which four new members of the board of education were elected at Los Angeles, California, Mr. W. E. Record retired as business manager. Two aids of the superintendent of schools and twelve keymen in the business department of the schools were dropped.

During the month of June the board appointed three prominent citizens, Mr. R. E. Blight and Mr. R. W. E. Cole, certified public accountants, and Mr. E. W. Bowen, an engineer, to examine the business department of the Los Angeles schools and to investigate the charges of excessive costs for the purchase of insurance, real estate, and supplies. Following an exhaustive exam-

ination, the Committee not only exonerated Mr. Record and his associates of all charges, but made very clear that the Los Angeles business department has been conducted with exceptional efficiency, circumspection, and economy. The committee found that there has been considerable standardization of supplies and equipment, careful consideration for the purchase of goods on the basis of economy and utility for educational purposes, and that very complete plans are in effect for safeguarding stocks on hand. In the opinion of the committee all the business procedure and methods are in harmony with the best practices in private business.

Mr. Record's plans for the future have not been disclosed.

SCHOOL BOARD NEWS

♦ Los Angeles, Calif. The school board has received a report on a survey of the extent of damage caused by the recent earthquake and suggestions for changes in the buildings to protect the occupants in case of future quakes. The report called for the reconstruction of all buildings damaged by the earthquake and for the strengthening of other buildings which escaped damage due to the fact that they were outside the area of intensity. It was noted that the largest percentage of damage was suffered by old frame buildings, 49 of the 127 in the district, or 38.6 per cent, being damaged. Of the 670 masonry structures, 194, or 29 per cent, suffered damage. The inspection showed that architects in designing school buildings had given no special attention to means of protection against earthquakes.

♦ Springfield, Ill. The school board has proposed a school-repair program, calling for an expenditure of \$415,141. The board considered the proposal for seeking a federal loan for the carrying out of the new building projects.

♦ Wilmington, Del. The board of education has adopted an amendment to its by-laws, suspending for the next two years all salary increases. In addition to suspension of salary increases, the teachers and employees will take a graded salary reduction on their salaries as of June, 1932. A maximum wage rate for teachers in summer schools has been proposed.

♦ Joliet, Ill. The city schools will be operated on full time next year and no teaching positions will be eliminated. Teachers have been given contracts calling for a 20-per-cent reduction in the basic pay as of 1931. Other employees will take a similar reduction.

♦ Newport, R. I. The school board has voted to cut teachers' and janitors' salaries 10 per cent, and

all other expenses 4 per cent, for the next school year. A limit has also been placed on the cost of all school activities.

♦ Ottumwa, Iowa. The school board has made an adjustment of all school employees' salaries through changes in the payroll. Salary increases for lower-paid employees contrast with the general economy tone of the school program.

♦ Sioux City, Iowa. The school board has reduced the teaching personnel by twelve instructors, in order to reduce the operating expenses. The reduction was made without a loss of efficiency, since there has been a decrease in enrollment in the elementary schools. Additional equipment will be used to permit larger classes in home-economics and manual-training departments.

♦ The governor of Illinois has signed a bill, authorizing the sale of \$40,000,000 worth of nonreferendum bonds to pay salaries and current bills of the Chicago school board. The school board is expected to set up the machinery for the sale of the bonds. The bond program will increase the working cash fund of the school board, which was set up by a \$25,000,000 bond issue in 1930. The new bonds will be issued in \$1,000 denominations and will bear 5 per cent, maturing annually until 1953.

The governor also signed another bill looking toward placing the school board on a cash basis. This is taken care of in Senate Bill 687, which provides for the issuance of bonds to refund tax warrants that have been long outstanding due to the failure to collect taxes. The outstanding warrants have impaired the credit of the school board and have reduced the marketability of warrants for other years.

♦ A new nepotism law has been passed by the legislature of Montana, which has had the effect of placing many school districts in a perplexing situation. Due to the employment of relatives, a number of school districts are compelled to effect dismissals of school employees. The situation is attributed to limitation of available teachers and to the intermarriage of families of long residence in the communities. In three districts, the officials complained that they were unable to employ district clerks because all of the available persons were related to board members.

♦ The boards of education of Ohio held a two-day session at Columbus, on June 27 and 28. The general topic of discussion was "The Future of the Public Schools During the Coming Year." Mr. E. J. Howenstein, of Elyria, led the meetings.

Donora, Pennsylvania, Helps Children Find Themselves Vocationally

(Concluded from Page 20)

14. *Engineering.* The various fields of engineering are analyzed as to preparation, qualifications, advantages, disadvantages, kinds of work, and fundamental principles of each.

15. *Manners.* Courtesy and manners are taught as they are practiced in life. The school, home, and community provide practical experiences for illustration. Practicing good manners in immediate life situations is shown to be a help socially, vocationally, and financially in later life.

16. *Nursing.* The different types of nursing are discussed as to educational and physical qualifications, advantages, disadvantages, licensing, securing a position, and a typical day's work. A school nurse gives her help to this group.

17. *Personality.* The general types under which all people may be grouped leads to a case study of personality problems. The members of the group try to solve their own problems by understanding the experiences of the case studies.

18. *Personal Hygiene.* The demands of social and occupational life for men and women who have learned the essentials of personal hygiene are emphasized. Practical help is given in this subject.

19. *Science.* The relation of science and the machine to employment leads to a consideration of the future possibilities of science. Different scientific jobs are analyzed and a study made of the famous scientists.

20. *Speech Improvement.* The group is analyzed to determine the weaknesses, then corrective measures are applied. Case histories of handicapped people who have improved their speech are discussed. The necessity for good speech is related to success in the various occupations.

21. *Stenography and Business.* Orientation is given to the business world by trips to places of business, group study, and talks by business men. While attending the junior high school, pupils learn about the commercial curriculum in the senior high school by visiting commercial classes.

22. *Trade Study.* Trades that are of interest to the group are discussed as to qualifications, advantages, disadvantages, training, and how to secure employment.

How the Groups Coöperated

This list was presented to the faculty, most of whom volunteered to sponsor a group. Some of the teachers were undecided as to their interest, but undertook groups on trial. Each of the 35 groups began to make a conscious effort to relate group study to occupational opportunities, requirements, and efficiency. Under the dynamic philosophy of the program the problems and activities of each group grew and were revised as new ideas appeared. Since this was done after intelligent and critical evaluation by the sponsor and the group, it should and has led to an ever-changing conception of guidance.

Each teacher sponsoring a guidance group had several possible lines of action. The teacher interpreted classroom work in its relation to pupil needs. Guidance then permeated the teaching throughout the whole school and therefore took the place of incidental guidance. The guidance function of all the schoolwork received its due emphasis. Classroom subjects and activities took on new meanings. It helped capitalize on the variety of knowledge and experience of the faculty.

The faculty was interested in training for this new phase of work. Lack of knowledge of guid-

ance at the beginning proved useful, as there were no traditions to break down. A few of the teachers planned their summer's study to help them with their particular groups. Others built up libraries of reference materials. The result of this plan has been to bring to the guidance program a body of experts, rather than one expert. While any teacher may know little about the whole field of guidance, he at least can give competent aid to students on a particular phase. Without spending additional school funds and without asking the impossible from any person, the faculty has been able to give aid to students that is not guesswork. So interested have been the teachers in advancing their knowledge in a given field of guidance, that they have assumed the cost of securing the services of a consultant from their own purses. This was a true challenge for continuous study of what had been done and what was then being done, thus paving the way for originality.

Laboratory Study Encouraged

Pupils of like interests are grouped together where they can continue to learn in a group situation with its group contacts, group working conditions, and group stimulus. Pupils now do what was formerly done by the teacher. They spend their time in a laboratory where they can seek solutions to individual problems. They compile reference materials and obtain information from many sources. Pupils in the group reach conclusions about problems according to the information they have gained. When the resources are exhausted, the pupil should understand that as his education continues he will modify and adjust his thinking toward the problem. When the problem has received adequate attention and the sponsor and pupil are satisfied that a change should be made, the pupil reports to the guidance exchange.

A conscious effort is made to coördinate the study of any group with each of the other guidance groups in the school. Problems that arise individually in the group study may require solution somewhere else. Boys and girls evaluate qualifications as they are revealed in light of their own particular needs. As an illustration of coördination let us trace a girl who begins in the stenographic group. This girl is extremely interested in stenographic work. She reaches the conclusion that she has most of the qualifications necessary for success in that kind of work. She believes that personality and dress are just as important as skill in shorthand and type-writing for obtaining and advancing in a stenographic position. An explanation of this viewpoint is given her present sponsor who recommends that she be transferred to a group that is concentrating on the study of personality. After she completes a study of personality to her satisfaction, a request is made to be transferred to a group where she may study the art of proper business dress. This seems pertinent since the girl cannot secure the information at home. A study of the various positions related to this kind of work reveals that more responsible positions are held by girls who have secured additional training. The girl again transfers to a college group in which she makes an intelligent study of the various colleges where she may obtain the education that she wants, the tuition, cost per year, scholarships, opportunities after graduation, etc. This girl has been making a continuous study of vital problems that may affect her career as a stenographer. Without this conscious study she would either learn these things while on the job or be a miserable failure. Coördination of all of the

groups gives each pupil the advantages offered by the entire guidance program.

Our program is not a hard-and-fast, completely predetermined plan. It is a technique of attacking problems. It is so organized that it can develop through practice. Changes are anticipated and with this outlook they can more easily be made. Mobility will likely continue to be an inherent characteristic. The ever-changing social and economic order continually gives rise to new situations that present problems of an entirely different nature than have ever arisen before. Decentralization of home life transfers certain fundamental learnings to institutions. This changes the very nature of the institutions. They must now assume new responsibilities. Actions have public consequences which must be given consideration. A social or economic change of any kind has far-reaching effects. One change will set in motion a multitude of adjustments; consider the possible effects of the introduction of a machine into a modern factory. Our job, then, is helping boys and girls to make adjustments in such a rapidly moving world.

SCHOOL-BOARD HEADS WHO ARE MAKING HISTORY IN AMERICAN EDUCATION

(Concluded from Page 24)

town, but not in excess of those needs. The schools are exceptionally well equipped and well staffed. His terms have been marked by the selection of a succession of outstanding superintendents, to whom were delegated large responsibility. Most of them remained for terms of considerable length until larger school systems secured their services. One of them Dr. L. V. Koos, has achieved national distinction in the field of education.

While the school system involved is small, the value of the work of school-board members like Dr. Watson must not be underestimated. The small school is the backbone of our educational system, and it is only as our small schools are efficiently and intelligently administered that we can hope for substantial progress in the attainment of higher cultural levels in our society. The problems of the small school may involve fewer people and less money, but they are just as acute as and perhaps even more difficult of solution than those of the metropolitan school. Red Lake Falls has been peculiarly fortunate in having at the head of its school system a man with the tact, the leadership, and the broad vision of Dr. N. M. Watson.

HOW TO GET THE BEST RESULTS FROM LINOLEUM FLOORS IN SCHOOLS

(Concluded from Page 25)

waxing and the burnishing may be done with weighted brushes. For large areas, however, it will be found more economical and more efficient to use electric machines.

Too much weight concentrated on any given spot may damage the surface of a linoleum floor. To prevent such damage, all desks, chairs, tables, and other "leg" furniture should be equipped with sliding casters at least 1½ inches in diameter or with glass or bakelite furniture rests.

Cork carpet requires different care than linoleum, as it is more porous and is generally delivered to the job without a protective finish. It should be gone over daily in the same manner as linoleum but instead of waxing, the surface should be coated occasionally with a very good brand of deck varnish to restore the color. Only a thin coat of varnish should be used.

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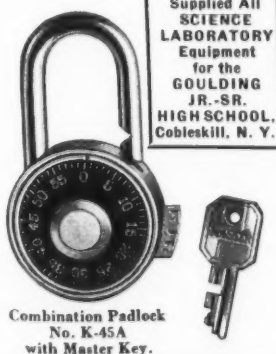
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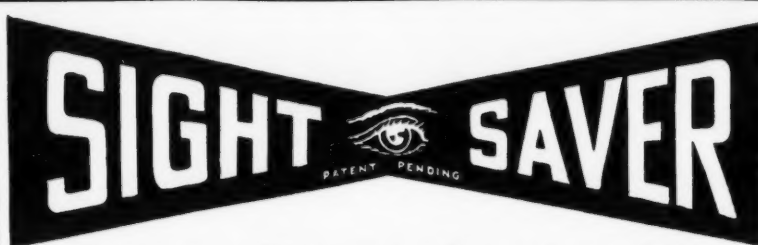
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NEW BOOKS

Teachers' Salaries and the Cost of Living

By Walter C. Eells. Paper, 100 pages. Price, \$1. Stanford University Press, publishers, Stanford, Calif.

The purpose of this study is to demonstrate that teachers' salaries should not be reduced because teachers have at no time received salaries in proportion to the importance of their work and equal to the average incomes of other similarly important professions; that teachers' salaries cannot be cut as are other wages and salaries on the basis of the present lowered cost of living; and finally that it is the duty of public-school officials to use the opportunity of the present surplus of labor to compel higher standards of preparation for teachers.

The author argues that an index number such as used by the Bureau of Labor Statistics to determine the cost of living in workingmen's families cannot be applied to teachers without radical modifications because the distribution of expenditures of teachers and laboring men for the same purposes hardly bear comparison. This argument is entirely valid because the cost of living of the common laborer has been limited almost entirely to the bare necessities of food, shelter, and clothing and has never adequately included an allowance for extraordinary expenditures, for the maintenance or recovery of health, for care in old age, or during periods of disability of the breadwinner, and for what may be termed cultural and spiritual comforts. However, there is a weakness in this comparison of the teacher's distribution of expenditures with that of the laborer: Under present circumstances the average citizen who is helping to foot the tax bill, will hardly agree that the teacher absolutely needs 15.2 per cent of her year's income for insurance, investments, and savings, that she requires 4.9 per cent for recreation and travel, or that she can altogether defend as necessary 7.8 per cent for an automobile. It would seem more reasonable to compare the present average income of the teachers in dollars and cents with the average income of lawyers, doctors, artists, dentists. It is likely that the figures would be startlingly in favor of teachers in spite of all the discouragements of delayed pay days, reduced terms, and increased teaching loads. No group of professional men and women has been so certain and steady in its income and in its jobs, so free from worry and intense disappointment, as has the teaching profession.

The present study does not, it seems, make a sufficiently strong argument for the social value of the

teachers' work during a depression. Teachers have never been overpaid — rather they have been generally underpaid, and have been more regardful of the interests of the children and of educational systems than they have of their own interests. If this were not true, the schools would not now be loaded with many expensive features that have taken a large proportion of the total income to the detriment of salary schedules. It would seem that the greater service which teachers are rendering and the essential importance of that service is the best argument for retaining the best schedule possible under the income which school boards can raise.

Teaching the Child to Read

By Samuel W. Patterson. Cloth, 524 pages. \$2.50. Doubleday, Doran and Company, Inc., Garden City, N. Y.

Here is a practical and conservative textbook for normal schools and teachers' colleges. Part One consists of six chapters presenting a general survey of the problems including a brief history of the various methods of teaching reading. Parts Two, Three, and Four treat of reading in the primary, intermediate, and junior-high-school grades respectively.

A useful feature of the book is the outline of study problems at the end of each chapter. A bibliography, preceding the index, serves as a guide for further study. Stenographic reports or student-teachers' descriptions of actual lessons are used as models and as the basis of comment in many of the chapters which discuss specific problems.

On Teaching English

By Howard F. Seely. Cloth, 410 pages. \$1.60. American Book Company, New York City.

As one reads this book by a college professor, with a background of constructive teaching of high-school English, he feels that he has found a friend and counselor who knows whereof he speaks. The author points out the failures of our teaching of English and offers definite remedies for these failures.

In the matter of grammar, for instance, he tells us how to focus attention on the few fundamental principles that will clear up the student's difficulties, and, by cumulative practice, to fix these in mind as active working principles. We find, too, in this connection some practical advice on the use and abuse of diagnostic tests. Punctuation, capitalization, spelling, the sentence, and the paragraph are similarly treated.

The teacher of English and his supervisor will find some definite practical recommendations on organizing

and conducting a course in composition and literature. Among many constructive recommendations he will find, for example, the advice of doing one thing at a time — finishing a piece of literature once begun without breaking into its continuity with set days for composition. Then there is a very helpful discussion centered about the obvious fact that composition themes should be chosen by the student rather than by the teacher. We fear that the author has occasionally, in practice, allowed this excellent principle of freedom too wide a range. Our suspicion is based upon the fact that one or more of the book reviews submitted as specimens of pupils' work deal with books that should never have been read by people of high-school age.

Off to Arcady

Adventures in Poetry, edited by Max J. Herzberg. Cloth, 503 pages. \$1. American Book Company, New York City.

This is a collection of poems from old and new American and English writers for junior and senior high schools and junior colleges.

The poems are grouped into sixteen divisions beginning with "Ways of the Red Man" and ending with "The Younger Choir." The former is said to be the first collection in a book of this kind of the poetry of the American Indian. The latter is a group of selections from the writing of high-school and college students. In all there are 424 poems covering all phases of the poet's moods.

A few of the poems on love, philosophy of life, etc., may be misunderstood and do harm especially to younger minds, but by far the greater number are distinctly of the better class. *The Writing on the Image* should not have been included.

Twenty-eight introductory pages present a good discussion of the nature of poetry and explain the mechanics of verse. The 44 pages of study helps are real helps to teacher and pupil. There is an index by authors and by titles.

First-Year Algebra

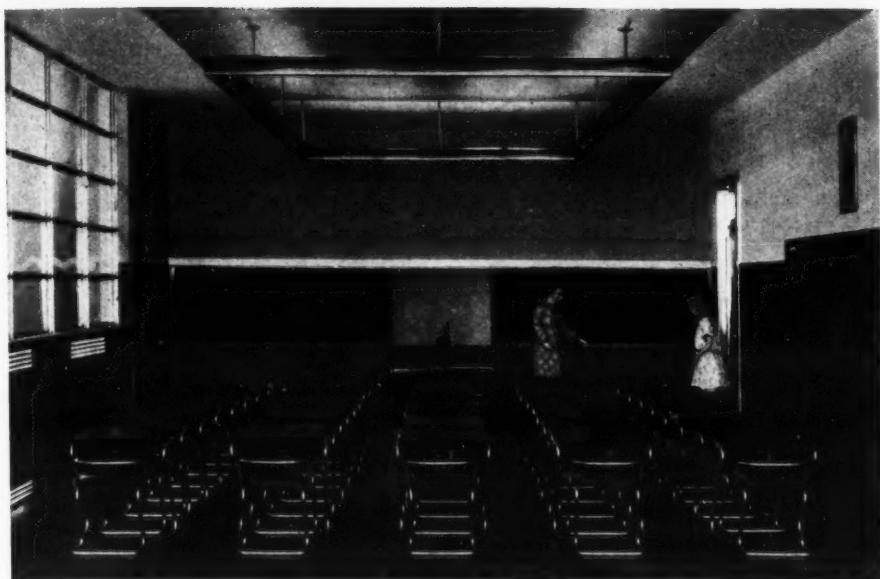
By Howard B. Kingsbury and R. R. Wallace. Cloth, illustrated, 450 pages. \$1.32. The Bruce Publishing Company, Milwaukee, Wis.

This is a practical book designed to meet modern conditions. The authors, who are both high-school teachers, show in their methods of approach and in the clearness of their explanations their appreciation of the difficulties encountered by present-day beginners in high school. They have adopted the sensible plan of correlating algebra with arithmetic, not merely in an

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introductory chapter but continuously in the whole plan of the course. Their explanations of algebraic concepts should take hold of the student's mind.

The book is so arranged that it may be used for a course in minimum essentials and also for the first year of a precollege course. The more advanced exercises presented in each chapter are placed under the heading of "Honor Work." In the chapter devoted to graphs and linear systems, the emphasis has been placed on the reading rather than on the construction of graphs.

Everyday Writing

By H. B. Grose, Jr. Cloth, 406 pages. Scott, Foresman & Company, Chicago, Ill.

Part I is a compact text on composition and is written from the purely utilitarian standpoint, without any consideration of the cultural or esthetic elements of writing. Part II is a complete handbook of rules and details of practice, arranged in alphabetical order. Grammar is treated very completely, and inclusive lists of words frequently misspelled, trite phrases, and words frequently misused are included. From the standpoint of completeness, the book more nearly approaches the needs of the average man than any similar work.

English Practice Books

By Mary Dee Fenner. Paper, 80 to 128 pages. 20 to 24 cents. American Book Company, New York City.

These four language workbooks for grades three to six make a definite contribution toward simplifying the teacher's problem. They offer a well-graded series of exercises in the practical use of English. The explanations are clear and simple and there are no intricate mechanics connected with the exercises. These books should get results.

Measuring Scale for Freehand Drawing

By L. W. Kline and Gertrude L. Carey. Paper, 64 pages. Johns Hopkins University Press, Baltimore, Md.

This is the second part of an illustrated scale and is limited to the elements of design and composition. A previous study and scale take up representation and a further scale is to be developed on color.

The present scale was developed by considering some 14,000 drawings of children from the standpoint of structural design, balance, rhythm, position, and unity. Four typical elements were used: (1) illustrations, (2) posters, (3) borders, and (4) structural design (as applied to a clay dish). The present booklet presents not only the essentials as they have been developed, but also the complete mathematical findings resulting from the scoring of the drawings.

The Administration of Endowments

By Charles F. Dienst. Cloth, 144 pages. Teachers College, Columbia University, New York, N. Y.

This doctor's dissertation is limited to the experience of Idaho and its handling of the land and other trusts of the public schools and institutions.

Cheecagou, From Wigwam to Modern City

By Milo M. Quaife. Cloth, 212 pages. Price, \$1. Published by The University of Chicago Press, Chicago, Ill.

This is the story of Chicago. The author tells of its beginnings during the exploration period, the first quarter of a century, and something about the first comers in the form of white men. Here many interesting things are revealed.

A chapter is given over to Fort Dearborn and its builder, Trader Kinzie, his neighbors are described, and something is said about the wars that affected the Chicago of an early day. Conflicts with some of the Indian tribes are graphically told.

The final chapter deals with the influences and forces that designed Chicago to become a great world city.

Development of State Support of Education in New York State. By Wayne W. Soper. Bulletin No. 1019, May, 1933, University of the State of New York, Albany, N. Y. This report is the first of a number of studies in the general field of educational finance made by the educational research division. The present study, which takes the form of an introductory, presents the historic background against which the other studies may be interpreted. The report traces the history of state education from the establishment of the first school in New Amsterdam to the present time. Statehood, it is pointed out, brought with it the first expression of state support from sources other than taxation, beginning with the appropriation of public lands to school use. The last decade from 1920 to the present, was a period of great activity in behalf of the schools, particularly in the financial aspects of education. The principle of equalization entered the state-aid program in 1925 in the form of the Cole law, and a number of other laws were passed bearing on finances and support of public schools.

Bibliography of School Buildings, Grounds, and Equipment. Part II. By H. L. Smith and F. R. Noffsinger. Paper, 180 pages. Price, 50 cents. Published by the Bureau of Cooperative Research, Indiana University, Bloomington, Ind. A list of references for extending an earlier bibliography published in January, 1928. It covers recent developments in certain phases of the planning and construction of school buildings.

The Bonded Debt of 277 Cities as of January 1, 1933. By C. E. Rightor. Detroit Bureau of Governmental Research. The report presents the total gross bonded indebtedness and includes a subdivision covering the three general classes—general public improvements, schools, and utilities. The amount of net debt, which is shown separately, shows what is to be retired ultimately from taxes.

Directed Geography Study. By Robert M. Brown and Mary T. Thorp. Book I, 192 pages, paper. Book II, 184 pages, paper. World Book Company, Yonkers, N. Y. Pupil's study guides and work books for the western and eastern hemispheres, respectively.

Principals of the Accredited High Schools of the Southern Association of Colleges and Secondary Schools. By Dora S. Campbell. A report to the Commission on Secondary Schools, issued by the Division of Field Studies, George Peabody College, Nashville, Tenn. The study aims to present important data regarding the training, experience, tenure, salaries, and duties of the principals in the accredited high schools of the association and will be used as the basis for setting up specific standards for principals.

Salaries Paid Teachers, Principals, and Other School

Employees in 88 Cities in 1932-33. The data for this report was obtained from a salary survey conducted by the research division of the National Education Association. The material includes statistical tables showing the minimum, median, and maximum salaries for 1929, 1931, and 1933, the number of persons in each group, and the distribution of salaries paid. Published by the National Education Association, 1201 Sixteenth St., Washington, D. C.

Nonpromotion in Elementary Schools. By Hollis L. Caswell. Paper, 100 pages. Field Studies No. 4, 1933, of the Division of Surveys and Field Studies, Peabody College for Teachers, Nashville, Tenn. The present report represents the fourth of a series of field studies made by the Division and is intended as a guide to be followed by superintendents and principals in a study of the problem in their own schools. The report is divided into six sections: Section I takes up the purpose and scope of the study; Section II the status of nonpromotion in the elementary schools; Section III the theories of pupil progress; Section IV the relation of nonpromotion to difficulty of instruction; Section V the influence of nonpromotion on pupils; and Section VI the solution of the problem in individual schools.

The author, as a result of his study, has come to certain definite conclusions. He points out that the development of adequate practices regulating pupil progress is an important task. When satisfactorily achieved, he says, real progress will be made. Attention may well be directed to providing more careful and complete analysis of the educational needs of each boy and girl. There should be demanded of each pupil a detailed outline of an educational program fitted to his needs. The entire problem of nonpromotion leads into the field of classifying pupils and regulating their progress, and in turn, leads into the larger aspects of democratic education. Mr. Caswell suggests five distinct steps which may be taken in solving the problem of regulating locally the progress of pupils: (1) Determine the status of pupil progress; (2) study the theories employed in regulating pupil progress; (3) formulate progress policies to be used as possible guides in the school system; (4) determine the data necessary for the intelligent application of the policies; (5) apply policies, observe their operation, test the results, and revise as needed. A program of this type should lead to study and work on the larger aspects of providing educational opportunity for individual pupils.

A Modern German Course. By A. C. Clark and W. O. Williams. Cloth, 139 pp. Peter Reilly Company, Philadelphia, Pa. This book is intended to meet the demands of those who desire to take up the study of German and who desire to learn such words as may be of practical use to them when visiting Germany. Each lesson is composed of the preliminary lesson, exercise, and vocabulary. The method of presentation is sound.

A Modern French Course for Beginners. By A. C. Clark. Crown, 8 vo, cloth, 139 pp. The Peter Reilly Company, Philadelphia, Pa. This is intended as the basic book in French. While the book does not cover all of the ground necessary for examinations, still it provides a large amount of useful work. It takes up the main difficulties of the beginner and offers some work in phonetics. Progress is governed by the attainments of the class from lesson to lesson. Some grammatical explanations are given in English as a help to the teacher. The arrangement of the book is adapted to the needs of the new pupil who is unfamiliar with French.

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A SUCCESSFUL SCHOOL-BUILD- ING ADDITION

(Concluded from Page 36)

The kindergarten unit has been finished to especially interest small children. There is a fireplace, laid up in Mother Goose tiles, and the windows have pictorial subjects in leaded glass. The linoleum floor has been inlaid for games and activities, and decorative designs have been introduced.

The exterior architectural treatment is in the Georgian Colonial style, with red brick and limestone trim. The building is of Underwriters' Class A fireproof construction, using a concrete frame which, while most costly to the architect to properly design, is most economical in construction cost.

The interior wood finish is of oak; the doors have steel frames; the corridors have terrazzo floors; and the classroom floors are of maple.

The total cost of the building was \$205,000, or 28 cents per cubic feet. The settlement of all building contracts on completion showed no extra cost above the original contract prices. The contracts were awarded in March, 1932, and the building was occupied in the fall term of the same year.

The new building and the alterations of the old portion were planned and erected under the supervision of Messrs. Randall & Vedder, architects, of Syracuse, New York.

KEEPING AKRON'S CONTINUOUS CENSUS UP-TO-DATE

(Concluded from Page 26)

close of the school year. During the summer months the white slips are used as an extra check on the census files, thus giving at the same time a check on the accuracy of the canvass.

Advantages of the Canvass

The plan used in Akron, while not set forth as an ideal, has many uses. It takes advantage of a

requirement of the Ohio law to make a real contribution to the effectiveness of the school census. It is more economical than most plans inasmuch as the cost per pupil is less than six cents as compared to the average in fifteen cities, according to Bermejo, of more than eight cents. It is an advantage to teachers to get into a large number of homes in the district in which they teach, in a slightly different capacity than that of a classroom teacher. As Morrison says, "It puts teachers in more vital relations to the communities they serve." It covers the entire city in a single day, thus avoiding the inaccuracies due to frequent moving which are inevitable when the period of the census covers a considerable length of time. It eliminates errors due to untruthful statements of parents about children enrolled in school. It puts before the attendance department in a definite and accurate way the problem of nonenrollment of pupils of school age. It is practically foolproof because any considerable error is almost certain to be discovered. For instance, if a street is not canvassed, there will be unchecked cards to be accounted for.

Probably the most serious weakness of the general plan is the delay in bringing files up-to-date at the beginning of each semester due to the use of school clerks for this work. This is offset in part by the economy of the plan and the fixing of responsibility. Akron has failed also to make a definite balance of entries and withdrawals as shown by weekly summary sheets with the monthly attendance reports. It is possible that a definite organization of pupils for reporting new families should be made. Even the use of the school-boy traffic force would be of advantage. Likewise no tie-up with transfer companies has been made. The unorganized status of this work in Akron makes this of doubtful value.

Other Plans

Recent literature on the school census gives little definite information as to methods of keeping the permanent census up-to-date. While all writers are agreed that a continuous census is desirable, and certainly this implies the necessity of keeping it up-to-date, few give any definite method for doing this. Bermejo suggests only an occasional "fresh

enumeration." Birkelo says the permanent must be kept up-to-date, but gives no suggestions. Morrison, Morgan, and Mosher recommend the use of teachers in getting information for beginning a continuous census but make no mention of their use in continuing it. Detroit selects its enumerators principally from among its teachers, but the census is not a school project.

Cleveland, Detroit, Denver, and Toledo use a system of checking by means of duplicate enrollment slips or similar plan. They use also the report of changes by means of transfer slips. Organization of pupils for reporting new families and arrangement with transfer companies for reporting moving families also help in keeping up census information. All these methods are recommended by the foremost writers in the field. Des Moines, Iowa, under the direction of Prudence Nicholas, in 1928 had pupils make out slips to be used by enumerators, most of whom were teachers, in taking the census. Medford, Oregon, uses a rather unique plan: There the city is divided into small enumeration districts with a "resident enumerator" in each who reports at once to the superintendent families with children who move into the district. This plan seems satisfactory where it has been used, but there is question as to its practicability in a large city. While none of the systems studied use the annual census taken by teachers as a check on the continuous census, it is recommended for use in obtaining the original data. It follows, therefore, that it should be approved for this purpose.

A FRIENDLY LETTER TO MRS. SUPERINTENDENT

(Concluded from Page 28)

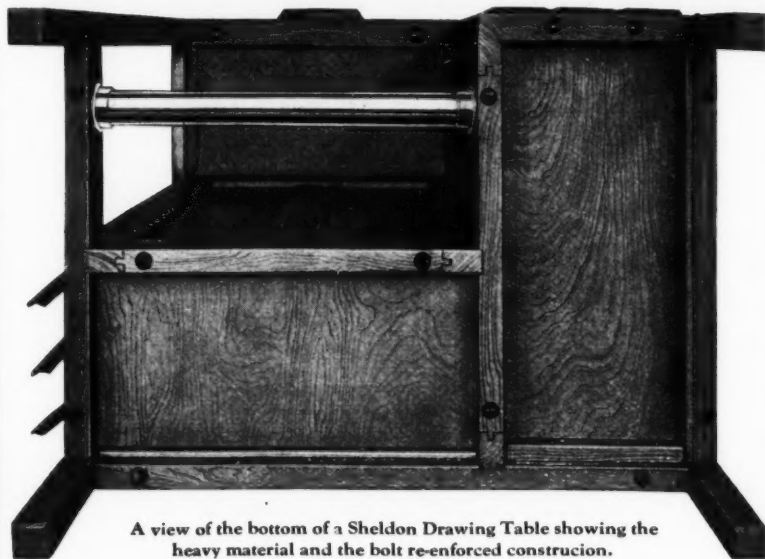
in education in order to gain a greater understanding of the schools. Perhaps you could enroll in a course in literature, social science, or natural science, something that would freshen your outlook, and stimulate you mentally and spiritually so that you would go back to your school next fall, ready and eager for the year's work.

Sincerely,

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HOLD NATIONAL SCHOOL- BOARD CONFERENCE

(Concluded from Page 41)

matters, I will say that I do not agree with them. It is the business of the superintendent as the chief executive officer to lay these matters before us with his recommendations, to supply us with any pertinent information which will assist us in arriving at our decision, to answer any questions, or clear up any doubts we may have as to the merits of some of his proposals, but the final decision on all such questions of policy determination must be made by the board. We are elected to the board to face that responsibility and we cannot escape it. The superintendent of schools is merely our guiding and directing officer. He is our expert executive who makes his proposals as to what he believes the policies of the board should be and then carries these policies into operation when we have acted upon them.

The general discussion of the addresses of the afternoon developed valuable comments on the extra-legal interference of political and financial factors who have severely injured the orderly conduct of business by the Chicago board of education.

THE N.E.A. MEETS IN CHICAGO

Evaluating American Education was the general theme of the seventy-first annual convention of the National Education Association, held in Chicago, July 1-7, but the current problems of financing the schools, teachers' salaries, and maintaining school services were the three subjects which received the largest measure of attention. The convention brought nearly 10,000 educators to Chicago and was the largest held by the Association during the past five years. Both in the addresses and in the floor discussions of the representative assembly, there was ample evidence that teachers are getting their second wind and are resisting, on the one hand, unwise reductions in school appropriations and in school services, and on the other, are reasserting their professional spirit to carry on the most efficient types of classroom instruction and supervision. The keynote address of the week was a discussion of the American future as modified by

education, by President Glenn Frank, of the University of Wisconsin. Dr. Frank denounced the reduction of budgets for educational purposes and pleaded for a flexible intelligence in the field of politics. President Joseph Rosier, in his presidential address, also argued for the reestablishment of educational appropriations as the best means of safeguarding America's democratic future. Speaking for the south, Mr. A. F. Harman, of Birmingham, Alabama, pleaded for educational leadership during these hard times as the most certain way out of the economic chaos.

The annual resolutions vigorously condemned cities which have failed unnecessarily to pay their teachers: "The association vigorously protests against the policy of cities which have unnecessarily failed to pay their teachers and which, in meeting public financial obligations, have discriminated against teachers.

"In view of rising costs, school boards should refrain from further cutting school costs, including salaries. Valuable services and courses which have been eliminated should be restored. School management must be nonpolitical, and there must be no political interference in the appointment of school officials and teachers.

"There must be mitigation of excessive real-estate taxation and a sharing of the burden of equitable taxes from other sources. The solvency of the schools is dependent upon the application of scientific principles of taxation."

An attempt to alter the make-up of the representative assembly so as to give more control to the classroom teachers failed by a narrow margin. The classroom teachers' organization requested that ex-officio members of the representative assembly who occupy about 10 per cent of the 1,500 seats be eliminated.

NEW SCHOOL GROUPING PLAN AT MONTPELIER, VERMONT

(Concluded from Page 22)

creased, though the extremes would not be so great as they would be if heterogeneous grouping were

used. In fact, it is not believed that such a plan increases noticeably the problems of meeting individual differences with the possible exceptions of those which arise in connection with the teaching of reading in grades two, three, and four, and the teaching of arithmetic in grades four, five, six, seven, and eight. Even here the extent of increased difficulties would not be great, because the total range would be increased only a small per cent in any subject.

To eliminate the difficulties in arithmetic in grades four to six, inclusive, it has been arranged that the teachers of the equated groups in these grades plan their programs so that arithmetic periods come at the same hour and so that they may exchange pupils, one teacher taking those in the upper half of the class in achievement, and the other those in the lower half of the class.

Finally, the conclusion is that the success of the new plan rests with the teacher. It tends to make a more democratic and a happier school, especially for those pupils in the former B and C divisions.

DALLAS SCHOOL ACTIVITIES NOT DISCONTINUED

An item appearing in the June issue, to the effect that all school services, with the exception of instructional, will be discontinued in Dallas, Texas, next year is erroneous.

The schools of Dallas will continue next year all school services, such as evening schools, summer schools, school health work, child adjustment tests and measurements, visual education, physical education and playground work, school bands, and supervised athletics. The only service discontinued is manual training and domestic science in the elementary grades, and this is being cared for in two junior high schools which will be opened.

The Dallas schools came through the fiscal year with a collection of 86 per cent of the city taxes, and while the 1932-33 session was started with a \$52,000 overdraft, there is now a balance of \$110,000 in the treasury. A full nine-month session is planned for next year the same as in previous years. The supervisory force has not been reduced.

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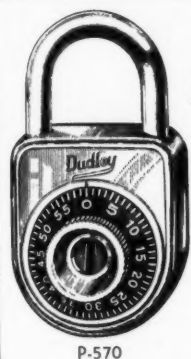
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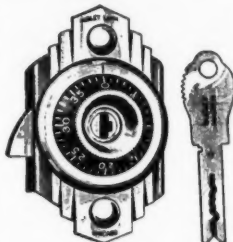
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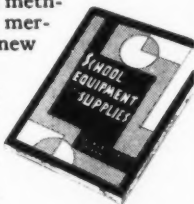
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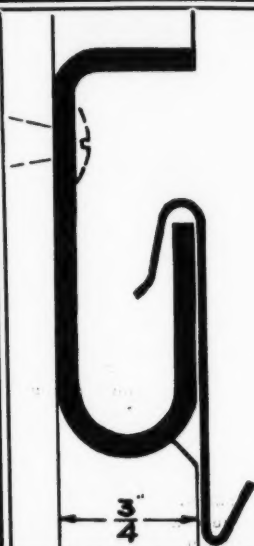
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After the Meeting

WANTED A JOB

The following letter is an exact transcript of a communication received by the president of a western board of education. Names have, of course, been changed.

Mountain Center, Idaho
May 16, 1933

Chairman, Board of Education
Jonesville, Utah
Dear Sir:

Through a friend who spends more time than I do on the newspapers, it has come to my attention that there is a vacancy in the position of superintendent of schools in Jonesville; and with the thorough conviction that I can turn out a more reasonable crop of graduates from our schools than nineteen twentieths of school superintendents develop, I hereby apply for the job.

My formal education is represented by a B.S. degree from the University of Utah (1921), an M.A. degree from the University of Columbia (1923), and a Ph.D. degree from Stanford University (1929).

I majored in economics (which has special importance in these lean years), minored in finance (which ought to save money for the Jonesville taxpayers), in sociology (which gives some notion of how school folks should fit into community life), in history (but I've forgotten the details), and took 22 term-hours in education (which was almost everything offered except the usual repeat courses).

As to experience, I have had ten years of teaching and this, of course, has a bearing on my knowledge of student psychology, disciplinary problems, classroom procedure, organization of courses, evaluation of textbooks, cooperative relationship of faculty members, parent-teacher relationships and extracurricular activities. Nine of the ten years have been in higher education, and the amazing helplessness of the students who come to the colleges, and an analysis of their troubles is what convinces me that I can do better by them than nineteen twentieths of superintendents are doing. Without doubt that same helplessness in meeting problems applies to the proportion of high-school graduates who do not go to college as well as to those who do.

There are some other phases of my experience which should qualify me for the position of superintendent of the Jonesville schools—and I won't be bashful about stating them:

In my own high-school days, besides participating in athletics in some measure, I was editor of the school's little monthly magazine. After high school, I pushed a hand-truck in a grain elevator a while, became a stenographer for the Great Northern Railroad, and then worked in civil service for a time, until the war started when I went to tote a gun.

I think I am the man for the job; but lest you think I may not see myself as others see me, I suggest that you inquire about me from (list of references). If and when you get the candidates weeded out so that there are just another one or two and I, write to Supt. George Hill, my present employer.

I inclose a picture of myself and hope that in due time you will ask to see the original.

Hoping to see you soon, I am

Sincerely yours,
John Smith.

Preparing the Way

A county superintendent, recently elected, was making his first call at a distant rural school and arrived a day before he was expected.

A lad of 15 was busy scrubbing the step of the doorway. "You're very busy, my lad," he said, "do you clean that step every day?"

"That I don't," exclaimed the lad, "only that d— new superintendent is coming tomorrow, and so teacher put me to do this for her."



The Difference

May: I like Professor Jones better than Professor Smith.

Flo: But, why?

May: Well, Professor Jones says "finally" and then he stops; but Professor Smith says "lastly" and then he lasts.

Buyers' News

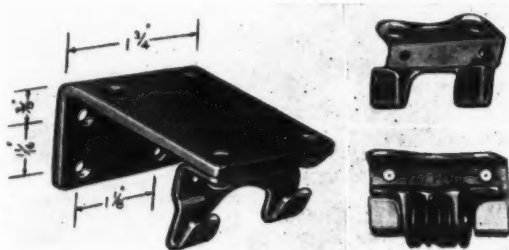
TRADE NEWS

New Type of Central Radio Unit. The growth of radio in education and its acceptance as a teaching help has led to the perfection of equipment to meet the peculiar requirements of schoolwork.

The International Business Machines Corporation and Philco Radio and Television Corporation have developed a special type of central radio control which literally transforms the school principal's office into a broadcasting studio. From this studio music, speech, and special features may be broadcast to any part of the building, to all parts, or to a group of buildings. The equipment brings to the school the finest music, lectures on current events, international problems, and everything on the air which will contribute to the mental development of the pupil.

The equipment is available in various sizes and types suited to the size of the particular school. It may be purchased in sections as required, and new sections added later as the school needs grow, or as funds become available.

New Draper Pulley Bracket. The Luther O. Draper Shade Company, of Spiceland, Ind., has announced a new pulley bracket, which provides removable, adjustable shades for school windows. The bracket is a convenient device for supporting the



LEFT: Draper Extension Pulley Bracket. RIGHT TOP: Draper New Pulley Bracket. RIGHT BOTTOM: Draper New Shade Pulley

shade either on the face or the underside of the window head, or for projecting the pulley away from the window frame as required on steel-sash and certain types of wood-sash windows. The device is an important development since it makes the shade a part of the sight-saving equipment in schoolrooms.

Complete information will be sent to any school official upon request.

Labtop Seal for Laboratory Table Tops. The Kewaunee Mfg. Company, 154 Lincoln St., Kewaunee, Wisconsin, has announced the marketing of a new and exclusive material, "Labtop Seal," which may be applied to laboratory table tops and desk tops as a protection against acid and water stains and spots. Labtop Seal is not only acid-resistant and waterproof, but it cleans and polishes the tops at the same time. It is simple to apply, dries quickly, and leaves no gummy or sticky surface. Complete information may be obtained by any school official upon request.

Mr. Forbriger Promoted. Mr. Arthur W. Forbriger has recently been appointed as vice-president and general manager of the Van Range Company, Cincinnati, Ohio.

Mr. Forbriger is well known to the purchasers of equipment for the preparation and serving of food, having been for fifteen years production manager of the Van organization, during the period when it gained its fame for sound design, honest merchandise, and a high order of kitchen engineering.

Business Education World Succeeds American Shorthand Teacher. A new magazine, *The Business Education World* has recently appeared as a successor to *The American Shorthand Teacher*, founded in 1920, by Dr. John Robert Gregg. The new magazine, which will appear in September, will be in charge of Dr. Gregg as editor, and Mr. Clyde I. Blanchard, as managing editor. The magazine will be located as formerly at 270 Madison Ave., New York City.

New Catalog of Knapp Sanitary Metal Trim. Knapp Bros. Mfg. Company, 605 W. Washington Blvd., Chicago, manufacturers of sanitary metal trim, have issued a booklet, illustrating and describing the Knapp complete line of metal small-nose corner beads, bull-nose corner beads, metal base grounds, terrazzo grounds, curved-point screeds, flush casings, and picture moldings.

The Knapp metal products are constructed of tight-coat galvanized steel and are known for their high quality, workmanship, and high standard of excellence. They are designed for economy, utility, and general usefulness. Complete information will be sent to any school official, or architect, upon request.

Personal News of School Officials

SUPERINTENDENTS IN SAME SCHOOL SYSTEM 32 YEARS

Data recently collected by the United States Office of Education shows that twenty city superintendents have served a total of 32 years in the same position. Mr. Lawton B. Evans, of Augusta, Ga., is the dean of school superintendents, in respect to continuous service. Appointed superintendent on November 11, 1882, he has administered the schools of Augusta for 51 years.

The second in point of continuous service is Mr. Louis G. Rundlett, of Concord, N. H., who was appointed August 1, 1885.

The other eighteen men who have devoted almost a lifetime of service to the schools of their communities are Mr. W. G. Coburn, Battle Creek, Mich.; Mr. J. E. Lemon, Blue Island, Ill.; Mr. Wm. V. Casey, Boulder, Colo.; Mr. J. A. Gibson, Butler, Pa.; Mr. W. H. Kirk, East Cleveland, Ohio; Mr. L. A. Lowther, Emporia, Kans.; Mr. F. W. Nichols, Evanston, Ill.; Mr. W. C. Bynum, Georgetown, S. C.; Mr. F. L. Miller, Harvey, Ill.; Mr. F. L. Bailey, Jackson, Miss.; Mr. J. B. McManus, LaSalle, Ill.; Mr. A. J. Thackston, Orangeburg, S. C.; Mr. John F. Keating, Pueblo, Colo.; Mr. G. W. Hall, San Mateo, Calif.; Mr. E. P. Clarke, St. Joseph, Mich.; Mr. Frank Evans, Spartanburg, S. C.; Mr. S. H. Edmunds, Sumter, S. C.; and Mr. L. V. Case, Tarrytown, N. Y.

PERSONAL NEWS

● DR. CHARLES W. HUNT, formerly dean of the Cleveland Teachers' College, has been appointed principal of the State Normal School at Oneonta, N. Y.

● MR. HAROLD J. WILLIAMS has been elected superintendent of schools at Spencer, Iowa, to succeed B. R. Jones.

News of Officials

● MR. OTIS A. EARL has been reelected as president of the board of education of Kalamazoo, Mich.

● DR. C. A. LUND has been reelected as president of the board of education at Muskegon, Mich. A. T. BOOTH was reelected as secretary.

● MR. W. C. WEHE has been elected president of the board of education at Milwaukee, Wis.

● MR. J. T. BUTLER has been reelected president of the board of education of Madison, Wis., for a fourth term.

● MR. J. D. BAUMGARTNER has been reelected as secretary of the board of education at Davenport, Iowa.

● MR. G. A. KIDD has been reelected as secretary of the board of education of Oelwein, Iowa, for a twenty-fifth term.

● MRS. LAURA F. OSBORN has been elected president of the board of education of Detroit, Mich., to succeed F. A. Gorman.

● VICTOR E. NELSON has been elected president of the board of education of Pontiac, Mich.

● MR. G. E. BRACH has been reelected as president of the board of education at Racine, Wis.

● MR. W. A. LANE has been reelected as secretary of the school board at East Waterloo, Iowa.

● MR. WALTER McLAIN has been reelected as secretary of the school board of Ottumwa, Iowa.

● MR. GEORGE GARTON, secretary and business manager of the board of education at Des Moines, Iowa, has been reelected for another year.

● MR. LESLIE W. POWELL has been reelected president of the school board of Kenosha, Wis. JAMES W. BLAIR was elected vice-president, and Miss ELLA F. POWERS secretary.

● MR. A. O. SHOREY, superintendent of buildings for the board of education of Davenport, Iowa, died at his home on June 28, following a heart attack. He had been connected with the schools for the past nineteen years.

● MR. THOMAS J. D. SMITH has been elected president of the board of education of Newark, N. J. FRANK COZZOLINE was elected vice-president.

● CHARLES C. PATTERSON, 52, superintendent of public schools of Norwalk, Ohio, died at a local hospital on July 7, following a long illness. Mr. Patterson was noted for his establishment of a school sight-saving program and an opportunity school for retarded pupils.

● SUPT. S. O. MASE, of Dover, Ohio, has been reelected for another year.

● MR. S. L. DARST, of Fort Recovery, Ohio, has been elected superintendent of schools at Botkins.

● DR. EUGENE B. ELLIOTT, of Ovid, Mich., has been appointed director of research and statistics in the Michigan State Education Department.

● SUPT. G. O. SWING, of Covington, Ky., who was recently offered the principalship of the Withrow High School at Cincinnati, Ohio, has announced that he will retain his position at Covington.

● MR. A. E. BREEDEN, of Farmersburg, Ind., has been elected superintendent of schools at Jasonville.

● MR. LOUIS W. BURRITT has been appointed supervisor of supplies and attendance officer for the school board of Stratford, Conn.

● MR. W. C. VOLLENDORF has been elected president of the school board of Eau Claire, Wis. MR. ARNT BAKER was named as vice-president.

● MR. F. M. LARDIN has been reelected as secretary of the school board of German township, Uniontown, N. J.

● MR. C. P. SHANGLE, of Sedro Wooley, Wash., has been elected superintendent of schools at Bellingham.

● MR. C. M. CHILSON, of Pine City, Wash., has been elected superintendent of schools at Manson.

● LOUIS A. PETERSEN, superintendent of schools of Logan, Utah, since 1926, died recently at a local hospital, after a short illness. Mr. Petersen, who was a native of Utah, was educated in the Snow Academy, graduated from the University of Utah, and later took postgraduate work at the University of California and at Brigham Young University.

● MR. ELMER E. WESTERHOUSE has been appointed acting superintendent of schools at Arcadia, Calif., to succeed H. F. Aker.

● MR. G. E. VAN HEUKLOM has been elected superintendent of schools at Mellen, Wis., to succeed L. A. Simnicht.

● MR. A. M. JONES has been elected district superintendent of schools at Huntington, N. Y., to succeed L. J. Smith.

● SUPT. J. B. RICHEV, of McKeesport, Pa., has entered upon his thirty-second year as head of the local school system.

TRENDS IN SCHOOL EQUIPMENT

(Concluded from Page 30)

LIGHTING

| | | | |
|------------------------|---|----|----|
| Lighting equipment | 2 | | |
| Lighting units | 5 | 4 | |
| Windows | 1 | 10 | 12 |
| Window glass | 4 | | 3 |
| Window shades | 1 | 8 | 14 |
| Window-shade adjusters | 2 | 7 | 1 |
| Window guards | | | 2 |

MANUAL-TRAINING EQUIPMENT

| | | | | |
|------------------------|---|---|---|---|
| Benches | 1 | 4 | 4 | 3 |
| Machinery | | 9 | 2 | |
| Supplies and equipment | 4 | 5 | | |
| Tools | 2 | 5 | | |
| Vises | | 5 | | |

MISCELLANEOUS HEALTH AIDS

| | | | |
|------------------|---|--|--|
| Acid Phosphate | 3 | | |
| Calcium wafers | 1 | | |
| Catarrh tablets | 1 | | |
| Charcoal tablets | 2 | | |
| Grape-Nuts | 2 | | |
| Health Beers | 2 | | |
| Postum | 2 | | |
| Tooth Powder | 2 | | |

OFFICE AND CLASSROOM SUPPLIES

| | | | |
|--------------------|---|---|---|
| Anatomical plates | 1 | | |
| Atlases | 1 | | |
| Banking machines | | 3 | |
| Book covers | 5 | 5 | 7 |
| Dictionary stands | | 2 | |
| Duplicators | 4 | | 1 |
| Electric clocks | | 1 | 3 |
| Globes | 1 | 3 | 1 |
| Maps and charts | 3 | 6 | 2 |
| Mimeographs | | | 2 |
| Printing equipment | 1 | | |
| Program clocks | 1 | 6 | 6 |
| Record files | | 2 | 1 |
| School supplies | 7 | 2 | 1 |
| Typewriters | 6 | 3 | 3 |
| Waste baskets | | | 4 |

SAFETY DEVICES AND EQUIPMENT

| | | | |
|----------------------|----|----|---|
| Fire-alarm equipment | | 2 | |
| Fire-exit latches | 3 | 4 | 3 |
| Fire escapes | 3 | 7 | 6 |
| Locks | | 2 | 9 |
| Lockers | 11 | 16 | 5 |
| Panic exit locks | | 2 | 2 |
| Safety ladders | | | 1 |
| Smoke screens | | 1 | |
| Keys | | | 2 |

TOILET EQUIPMENT AND SUPPLIES

| | | | | |
|-------------------------|---|---|----|---|
| Closets | 2 | 6 | 10 | 6 |
| Drain pipes | | | 3 | |
| Dry air dryers | | | | 3 |
| Flush valves | | | | 3 |
| Latrines | 3 | | | |
| Paper towels | | 3 | 3 | 4 |
| Pipe cleaners | | 1 | | |
| Plumbing goods | | 4 | 4 | |
| Sewage-disposal systems | | 2 | | |
| Toilet partitions | | | 2 | |

| | | | |
|---------------|---|---|--|
| Toilet seats | 3 | 1 | |
| Toilet tissue | 1 | 1 | |
| Urinals | 3 | | |

TRANSPORTATION

| | | | |
|--------------------|---|---|---|
| Bus bodies | | 3 | 1 |
| Railways | 7 | 1 | |
| School busses | | | 1 |
| School wagons | | 3 | |
| Steamer excursions | 1 | | |

UNCLASSIFIED

| | | | |
|--------------------------|----|----|-----|
| Bronze tablets | | 6 | 3 |
| Caps and gowns | 1 | | |
| Class pins | 3 | | |
| Diplomas | 1 | 4 | |
| Drinking fountains | | 19 | 9 |
| Engravings | 2 | 2 | 2 |
| Fences | | | 7 |
| First-mortgage bonds | 1 | | |
| Flags | | 1 | |
| Flagpoles | | 6 | 2 |
| Hoists | | 4 | 2 |
| Investments | 1 | | |
| Library supplies | 2 | | |
| Life and fire insurance | 1 | | 2 |
| Merit badges | 2 | | |
| Organs | 1 | | |
| Pianos | 1 | 8 | |
| Power lawn mowers | | | 2 |
| Refrigerators | | | 3 |
| School architects | 9 | 10 | 162 |
| School signs | | | 144 |
| School bells | 6 | 2 | 1 |
| Spray-painting equipment | | | 1 |
| Stage equipment | | 4 | 1 |
| Teacher's agencies | 55 | 83 | 72 |
| Transformers | | | 31 |

VENTILATION

| | | | |
|--------------------------|---|---|---|
| Air filters | | 1 | 1 |
| Air purifiers | | 3 | |
| Glass ventilators | | | 1 |
| School-wagon ventilators | | | 1 |
| Ventilating systems | | 4 | 5 |
| Window ventilators | 1 | | 1 |

VISUAL AND AUDITORY AIDS AND DEVICES

| | | | |
|---------------------------------|---|---|---|
| Acoustical materials | | 1 | 4 |
| Cameras | | | 1 |
| Centralized radio equipment | | | 2 |
| Classroom films | | | 2 |
| Classroom lanterns | 2 | 4 | 1 |
| Electric batteries | | | 1 |
| Lantern slides | | 1 | 2 |
| Motion-picture projectors | | | 1 |
| Picture projectors | | 1 | 1 |
| Program bells | | | 1 |
| Public address system | | | 1 |
| Radio supplies | | | 1 |
| Sound-motion-picture projectors | | | 2 |
| Stereopticons and delineascopes | | 1 | 5 |
| Talking machines (Victor) | | 3 | 3 |
| Telephone system | | 1 | 4 |
| Visual aids | | | 1 |

WRITING SUPPLIES AND EQUIPMENT

| | | | |
|----------------------|---|---|---|
| Chalk crayons | 9 | 6 | 5 |
| Fountain-pen fillers | | | 1 |

| | | | |
|---------------------|---|----|---|
| Ink | 3 | 5 | 1 |
| Ink wells | 3 | 13 | 4 |
| Pencils | 9 | 7 | 3 |
| Pencil sharpeners | 3 | 4 | 2 |
| Penholders, erasers | 1 | | |
| Paper | | | 6 |
| Steel pens | 3 | | 1 |

In conclusion, as far as the advertisements appearing in the AMERICAN SCHOOL BOARD JOURNAL are concerned, this study seems to reveal that during the last half of the period covered by this investigation there has been a definite trend in school equipment toward cleanliness, convenience, health, safety, durability, and efficiency.

A CHECK LIST FOR DETERMINING POSSIBLE ECONOMIES IN THE OPERATION OF THE SCHOOL PLANT

(Continued from Page 32)

5.. Has truck transportation with delivery to buildings been substituted for rail transportation, if this is the more economical arrangement?

6.. Have possible economies resulting from shipment by water been considered by schools that may enjoy the benefits of water transportation?

Laundry Service

1.. Is laundry service done by school employees, if this arrangement is both satisfactory and economical?

2.. If there is a school laundry, is the cost of labor reduced by using modern labor-saving laundry devices?

Care of Grounds

1.. Do custodians look after the lawns and shrubbery on the school grounds?

2.. Are the custodians given instruction in the proper care of school lawns and grounds?

3.. Is the proper kind of fertilizer purchased for the local requirements?

4.. Is fertilizer purchased in amounts to secure the best prices?

5.. Are fertilizers purchased directly from sources that give the best prices?

6.. Is any new shrubbery propagated from older school stock?

7.. Are bulbs and roots divided to produce new plants?

8.. Are selected wild-growing plants used on school grounds when this is advantageous?

(To be continued)

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Name Furnished on Request.

HYDROCID PROTECTS THIS SCHOOL BUILDING

Hydrocide is the accepted exterior colorless waterproofing. It seals the pores of wall surfaces, brick, concrete, limestone or stucco, with a water-repelling, invisible film permanently preventing the penetration of dampness.

Hydrocide preserves old masonry and checks the absorption of dust, soot and stains which spoils the appearance of structures.

Some of the other Sonneborn Products

**CEMCOAT
ENAMEL**
Inside and outside.

LIGNOPHOL
For finishing, preserving and
wearproofing wood floors.

AMALIE WAX
Durable and dependable wax.
Sonneborn Guaranteed Qual-
ity Products.

**CEMENT FILLER
AND
DUST PROOFER**
A decorative and dustproof-
ing treatment for concrete
floors.

LAPIDOLITH
A chemical liquid hardener
for preserving and dustproof-
ing concrete floors.

**MAG-I-SAN
CLEANING
POWDER**
For economy and thorough-
ness in cleaning floors, walls,
general utility.

L. SONNEBORN SONS, Inc., 88 LEXINGTON AVENUE, NEW YORK

HILD Floor Sander Quick-Cutting . . . Drum Type



The last word in an electrically driven, light-weight, high speed floor surfacing machine. For removing paint, varnish and resurfacing large floor areas. Does exceptionally fine work, even though small in size (95 lbs.) and amazingly low priced.



Special
School
Price
\$135

HILD Electrically Operated Floor Machine

The new "Hushed" Hild. Scrubs . . . waxes . . . polishes. Easy to operate. Efficient . . . because the entire weight is on the brush.

Send for Handy Chart

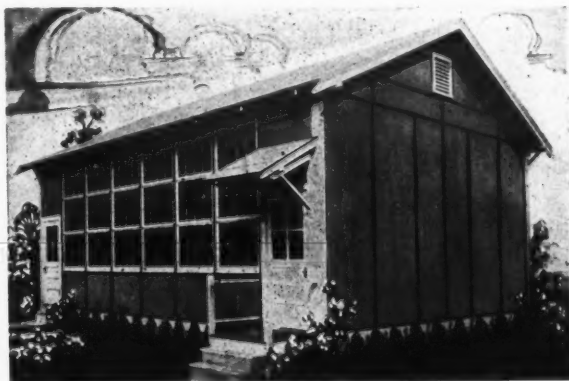
A handy reference guide to Floor Maintenance Operation and Material Schedules. Tells at a glance how, when and what to use and on what floor.

HILD FLOOR MACHINE COMPANY
Manufacturers of Hild Floor Machines
and Guaranteed Floor Treatments
108 W. Lake Street Chicago, Illinois

(Be sure to see the Hild Exhibit, Hall of Science, A Century of Progress Exposition, Chicago, 1933)



it's free



Pioneers . . .

In the sectional portable building field are in a position at this time to serve you most economically . . . Whether it be a school building or a gymnasium of the frame or asbestos fireproof type . . . your requirements can be taken care of from stock . . . or . . . if necessary . . . constructed to specification in order to meet your particular needs . . . We will also be glad to quote you on portable bleachers . . . Write us . . . No obligations.

MINTER HOMES

C O R P O R A T I O N

General Offices and Factory
Huntington, W. Virginia

Eastern Sales Representative
Room 1013, Liberty Title & Trust Bldg.
Philadelphia, Pa.

Take a **YEAR 'ROUND VACATION**

from Floor Maintenance Troubles

Money may decline . . . but not methods. Voters may cut budgets . . . but they won't budge in their demands — one of which is for clean floors in schools. Meet this problem vigorously and positively by installing a new, powerful *Finnell Floor Machine*. So speedy your staff can do the floors daily in half the time . . . so powerful it will do the work twice as effectively . . . so noiseless it can scarcely be heard. Whether you wet scrub, dry scrub or polish, it will save you time and labor.

There is yet time. More than a month of vacation remains . . . more than a month in which you can give your floors a thorough going-over. Then, when school begins, this powerful, quiet, easy-to-handle machine will keep your floors in first class condition, protected from the punishment of daily use. Write—or wire, if necessary—if you would like a demonstration immediately. Address *Finnell System, Inc.*, 808 East Street, Elkhart, Indiana.

DUAL USE

If your building is a small or medium size you can use the large No. 118 *Finnell* to scrub or polish the corridors, assembly room and gymnasium. With a slight adjustment, it accommodates the 11-inch brush, with which you can clean classrooms, in aisles, under desks.



FINNELL SYSTEM

OF FLOOR MAINTENANCE



**The MODUTROL
SYSTEM of
TEMPERATURE
CONTROL**

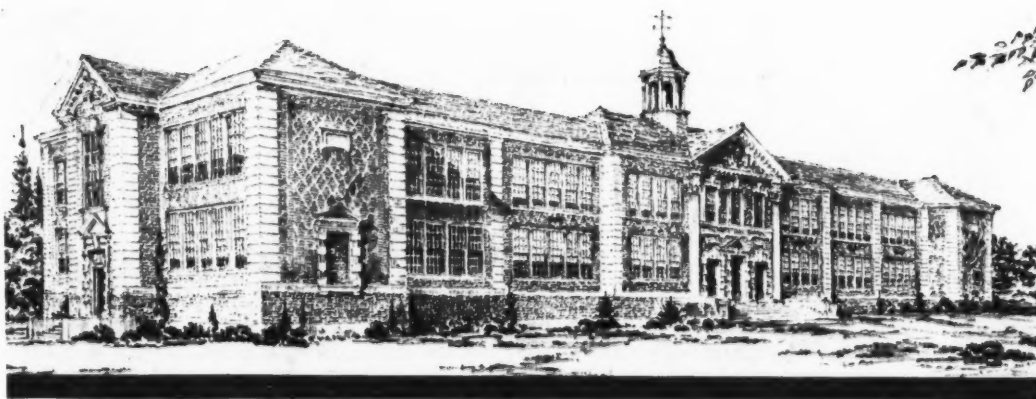
...TO...

CALIFORNIA

Residence Park School,
Dayton, Ohio. Dayton Board
of Education, Architects

**MODUTROL
SYSTEM
EQUIPPED**

Mt. Pleasant Elementary and
Junior High School, Bellevue,
Delaware. E. William Martin,
Wilmington, Architect



FOR OLD SCHOOLS OR NEW . . . LARGE OR SMALL

THE continent over, the Modutrol System of controlling heating, ventilating, and air conditioning has earned the acclaim and acceptance of fact-finding engineers, architects and building operators . . . Its ease of installation, flexibility of application, low original cost, economical operation, negligible cost, and its inherent accuracy and control qualities, make it the most advantageous control system available. The Modutrol System is tailor made to your needs, for old schools or new, large or small. Minneapolis-Honeywell Regulator Co., 2830 Fourth Ave. So., Minneapolis, Minn. Branch offices and distributors in all principal cities.

MINNEAPOLIS - HONEYWELL
Control Systems